



Northside
Christian College

2022 Annual Report



In producing the 2022 Annual Report, information has been gathered from a diverse range of sources, including various College databases, internal and external reports and the College's Strategic Plan.

Feedback and Interpretation Requests

Northside Christian College values your feedback on our Annual Report. Please provide any feedback, interpreter requests or suggestions to the Business Manager at the undernoted address.

Public Availability

Copies of this report are available on the College website and on the Victorian State Register which is managed by the VRQA. Please contact the Business Manager if you would like to request a hard copy.

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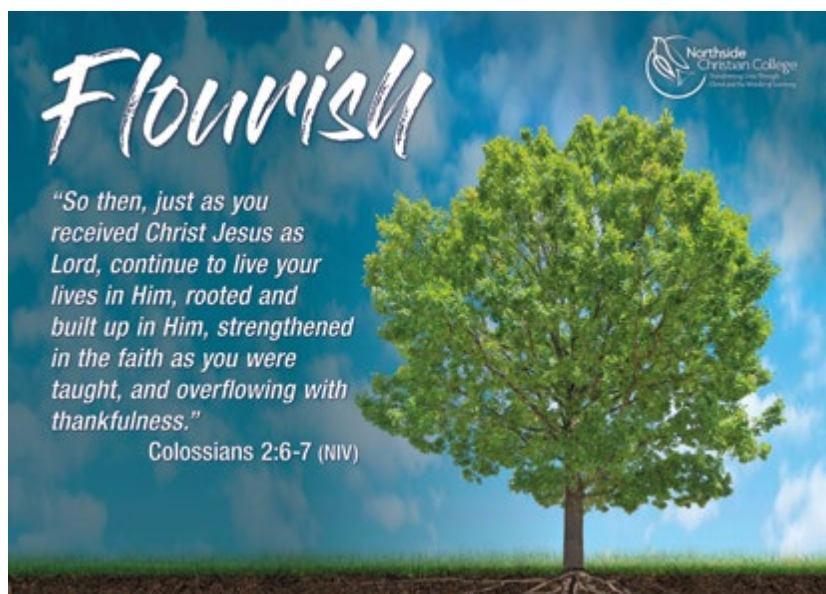
Photography and Articles

A big thank you to everyone who collaborated to create this edition of the Northside Christian College Annual Report.

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2022 Overview



43

Years in
operation



522



Students in 2022



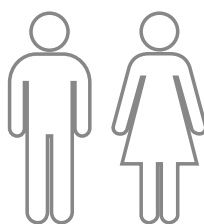
House Teams



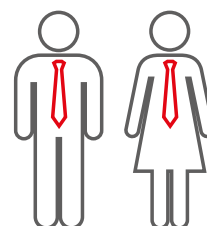
School Structure



Primary School
Prep – Year 6



Middle School
Years 7 – 9



Senior School
Year 10 – 12

2022 at a Glance

JAN

- Staff Preparation Week
- New Staff Induction Program
- Staff Photo Day
- Staff First Aid Training
- 2022 classes commenced
- Senior School Retreat

FEB

- Dedication Service and Prayer at the Pole
- Standardised Testing
- Year 7/8 Big Sister Workshop
- Vocational Education and Training (VET) classes commenced
- Year 7 Parent Mixer
- Students commenced participating in Year 7 – 10 CSEN Interschool Sport
- Students commenced participating in Year 5/6 District Sport
- Swimming Squad commenced
- Year 3 – 6 Swimming lessons commenced
- Year 11 – 12 Elevate Session
- School Photos
- Parent Student Teacher Interviews (PSTI) for new families
- Year 11/12 Tennis Lessons Commence

MAR

- Year 5/6 Sovereign Hill Camp
- Year 7/8 Camp
- Harmony Day
- Year 9 Coastal Camp
- Year 10 Work Experience
- Year 1 – 12 Parent Student Teacher Interviews (PSTI)
- Parent Prayer Warriors Commenced
- CSEN Primary Swimming Competition
- CSEN Secondary Swimming Competition
- Senior School Rally Day
- Dental Van Visit
- Year 1/2 Traffic School Excursion
- Year 4 Mill Valley Ranch Camp
- Year 5-7 Toolbox Education
- Year 7 Dance classes commence

APR

- Eggcellent Lunchtime Activities for Easter
- Easter dress-up day
- ANZAC Day Service
- Year 3 – 12 Athletics Carnival
- Leadership Conference – College Captains and Year 11 SRC
- Year 1/2 Gymnastics Classes Commence

MAY

- Year 2 Melbourne Zoo
- Year 10 Standardised Testing
- Year 9 Morrisby Testing
- Academic Scholarship Exam
- Parents and Friends Mother's Day Stall
- NAPLAN
- Year 10/VCAL FareShare Excursion
- Year 11/12 Victorian Careers Show
- Prep Bundoora Farm Excursion
- Year 3/4 Museum Excursion
- Year 5/6 City Camp
- Senior School Formal
- Senior School CSEN Rally Day
- CSEN Secondary Western Rally Day
- Top Arts & Top Designs Excursion

JUN

- Years 7-9 School Revival Incursion
- Year 10 Career Networking for Young People
- Year 10 Poetry Intensive
- Year 9 City Challenge
- Year 7/8 Outdoor Education Excursion
- Year 9 – 11 Exams

JUL

- Year 11 2023 VCE Information Session
- Year 10 2023 Information Session
- Secondary School Information Session
- Lego Club (Prep – Year 4) Commenced
- Year 10 – 12 Parent Student Teacher Interviews (PSTI)
- CSEN Cross Country
- Girls in Physics Day
- Year 5/6 Tree Planting

AUG

- Year 10 Boost Camp
- 100 Days of Prep
- School Principals' Day
- Year 10/11 Road Smart Incursion
- CSEN Senior Rally Day
- CSEN Western Rally Day
- Australian Mathematics Competition
- Prep – Year 9 Parent Student Teacher Interviews (PSTI)
- Year 3 – 4 Hooptime Day
- Nationally Consistent Collection of Data on School Students with Disability (NCCD)
- Premier's Reading Challenge
- Book Week
- Scholastic Book Fair
- Science Week
- Teacher Aide Appreciation Week

SEP

- Parents and Friends Fathers' Day Stall
- Year 2 Sleepover
- Growing up day
- Footy Colours Day
- General Achievement Test
- CSEN Athletics Primary
- CSEN Athletics Secondary
- Year 1 Pajama Day
- Prep – Year 2 Tabloid Athletics
- Year 10 Barista Training
- Year 10 Food Safety Handler Course

OCT

- Unit 3/4 Practice Exams
- Northside Art Show
- Northside Open Evening
- Cambodia Casual Clothes Day
- Life Education Primary Sessions
- School Nurse Visit for Preps
- Year 9 Coastal Camp
- CSEN Year 7/8 Rally Day
- CSEN Year 9/10 Rally Day
- Year 1 Zoo Excursion
- Year 7 - 10 YWAM Workshops
- Year 9/10 Athlete Development YMCA Gym Excursion
- Swimming Lessons Commence for Prep – Year 4
- Year 10 VR Incursion
- Year 11 Biology Excursion
- Prep Information Evening
- Year 12 Celebration Day
- World Teachers Day

NOV

- Prep – Year 4 Swimming Carnival
- Year 5/6 Futsal Gala Day
- Year 9/10 Environmental Science Trip
- Coin Weigh Competition
- Operation Christmas Child Shoe Box Collection
- Victorian Police Cyber Safety Sessions for Years 5 - 9
- Year 11 Legal Studies Walking Tour of Melbourne
- Year 9/10 Athlete Development YMCA Gym Excursion
- Remembrance Day
- Year 9 – 11 Exams
- Prep Fire Education Incursions
- Prep & Whole School Orientation
- Year 11 and 12 Early Start Program
- INSPIRE Incursion
- Year 7/8 Outdoor Education –Bounce Excursion
- Year 7 Science Zoo Excursion
- Year 9 Graduation

DEC

- Year 6 Graduation
- Year 12 Graduation
- Year 6 Fun Day
- Awards Assemblies
- Celebration Evening



Principal's Report

It was my pleasure to launch the College's theme for 2022 at the Dedication Service in February. Our theme for 2022 was FLOURISH. Throughout the year, it was so special to observe our students flourish with their learning, wellbeing, knowledge of God's character, and understanding of their purpose in life. We give thanks to God for the growth of our College community, and the opportunity to flourish together this year.

Our theme verse for the year reminded us to be grounded in Christ. Earlier in the year, I heard a Pastor share, "You build your life on the Word, not a word." This statement highlighted the importance of coming back to God's Word as a source of inspiration and guidance.

Colossians 2:6-7 encourages us:

So then, just as you received Christ Jesus as Lord, continue to live your lives in him, rooted and built up in him, strengthened in the faith as you were taught, and overflowing with thankfulness.

God has an incredible purpose for each one of us. I believe God desires for us to live life to the fullest. When we dedicate our lives to Him, we can find real fulfillment.

Our students from Prep through to Year 12 have completed an engaging year of studies, completing a wide range of learning activities. The year provided the College with an opportunity to mature a wide range of learning and wellbeing programs for the benefit of our students. I wish to congratulate our students on their efforts throughout the academic school year and I encourage our students to continue to look for ways to grow in 2023.

Congratulations to the students who graduated from Primary School and Secondary School at Northside Christian College in 2022. We also thank the families of our graduates for working so closely in partnership with the College. We desire to remain connected with you during your next exciting pathway in your lives.

I am sincerely grateful for the opportunity to lead in the role of College Principal during 2022 at Northside Christian College. I wish to thank Pastor John Spinella for this opportunity. I have valued his encouragement and prayers, and the support of Encompass Church throughout the year.

Our College's Committee of Management provided effective governance of our College during 2022

under the leadership of Pastor Raff Marcucci. May I thank the Committee of Management for the many hours they have volunteered to support our Mission to transform lives through Christ and the wonder of learning.

I wish to thank each of the teachers at Northside for their efforts throughout the school year. Our teaching staff worked hard - aiming to achieve outstanding outcomes for each of the students at Northside Christian College.

I am grateful for the support and dedication of the learning support and technical staff, INSPIRE, library, administration, wellbeing, enrolment and marketing, I.T, finance, and property staff for their valuable contribution to support our College community.

I also wish to express my sincere appreciation to the 2022 Executive Team. I have greatly appreciated the opportunity to collaborate with Mr Chris Simmons, Ms Jo Westland, Mrs Lenna Waters, Mr Chris Gatt, Mrs Serene Eng, and Mr Leigh Adcock to lead our College community. Thank you also to Mrs Sarah Dzolev for your support as my Personal Assistant.

Thank you to the many volunteers in our College community who assisted with our Parents and

Friends committee, parents prayer group, reading to students, assisting on excursions, and helping in our classrooms. Your support is highly valued.

At Northside, we are passionate about creating a nurturing culture that supports flourishing, setting high expectations for our students, developing modern learning environments, strengthening our sense of connection and community, and providing an opportunity for students to develop a personal faith. At Northside, our staff share a desire to see our students to flourish. We look forward to 2023 with excitement about making additional progress in these areas.

We trust this Annual Report will support our community to celebrate the 2022 school year. We reflect on God's many blessings in our lives. We are grateful God was with us throughout the year. 1 Thessalonians 5:18 reminds us, "Give thanks in all circumstances; for this is God's will for you in Christ Jesus."

Working together,

Michael Bond
Principal



Background Information

Northside Christian College is a coeducational, Christian College that commenced in 1979. The College is committed to providing high quality Christian Education in a caring, encouraging, learning community to families of Melbourne's northern suburbs. We aim to maximise the potential of every child, equipping them for lifelong learning and developing their character based on Biblical values.

Our mission: 'Transforming lives through Christ and the wonder of learning', articulates the College's commitment to preparing a generation for lifelong learning in order that they might have the capacity to make a positive difference in their community. Through the design and structuring of the College's learning programs and modern learning environments, the College community is well equipped to nurture and develop the unique talent, gifting and interests of every child.

The College aims to challenge each student to achieve their best, while providing students with an opportunity to study a broad range of subjects. The College curriculum, while developed to meet the requirements of the Australian Curriculum Framework and Government requirements, provides students with a great opportunity to study subjects across a wide range of learning areas. The College has developed the school curriculum to place a significant emphasis on Literacy and Numeracy.

As a Christian learning community, we have over forty years of tradition in educating our students to live out the timeless values of perseverance, humility and integrity, preparing our young people for meaningful and purposeful engagement in every area of their lives.

Our Student Leadership Program provides opportunities for students to develop and put into practice their leadership potential in serving their fellow students and the wider community. We seek to be a 'school without borders', and increasingly

work alongside local universities and other organisations to maximise access to high quality learning environments.

The Prep to Year 12 learning community at Northside Christian College has a small village feel; a nurturing and caring environment where every child is valued. Our programs are designed to meet students' individual needs, whatever they are, seeking to ensure that every child's unique, God-given qualities are developed. High value is placed on the development of resilience, leadership, and character through the College.

Our VCE program offers students small classes and an individualised approach to learning. For a growing family-friendly school, we offer a remarkable range of learning and co-curricular opportunities. The College also offers the Victorian Certificate of Applied Learning (VCAL), which is a hands-on option for students in Years 11 and 12. The College is preparing to offer the Vocational Major in 2023.

The College honours the faithful pioneers from Northside Christian Centre (now Encompass Church) who took hold of God's vision and planted the College in 1979. We look to the future with hope, confident of our calling and determined in our commitment to train a skilled and Godly generation of young people to take their place in the community, living purposeful lives in God's service.

Northside Christian College is a member of Christian Schools Australia, a National body with member schools in all states.

It is our prayer and desire that every student will have a positive experience at school. A positive experience involves students developing healthy relationships, achieving their personal best, maintaining physical and emotional wellbeing and developing a greater understanding of Christian faith and character.

Historical Timeline

1979	The school began operating as part of Northside Christian Centre in Reservoir, Victoria.
1981	Northside Christian Centre and the school moved to Bundoora.
1994	The Art and Science building were constructed.
1995	The Administration building was constructed.
2000	Year 11 Victorian Certificate of Education (VCE) studies were offered for the first time at Northside.
2001	Year 12 studies were offered for the first time. This resulted in the first Northside students completing Year 12 exams.
2002	Northside Christian College was a founding school member of Christian Schools Australia (CSA), which commenced in 2002.
2007	The Home Economics, Technologies and Music (Ground Floor) building was constructed.
2011	The College opened the VCE Centre in 2011 (First Floor), which included a new VCE Study Room, staff offices, and four general purpose classrooms.
2011	The College completed construction of the Primary School and Science building. This infrastructure included two Science labs, four general purpose classrooms, and a large central gathering area.
2014	Northside commenced offering the Victorian Certificate of Applied Learning (VCAL) in 2014, providing Senior School students with a choice between the VCE and VCAL as part of their pathway options at Northside.
2015	VCE exams were conducted onsite at Northside for the first time.
2015	The Middle School building (previously the original Science, Art, and Library building) was refurbished to support the College in providing a contemporary open plan Middle School learning environment.
2016	Double streamed classes commenced in the Primary School for the first time in the College's history.
2017	Northside officially opened the College's Sports Complex, incorporating a new Soccer pitch, two outdoor basketball courts, and a carpark.
2019	Double streamed Year 7 classes were provided for the first time in the College's history.
2022	Construction was completed on the double-storey Middle School building and associated landscaping works, including a new playground.
2023	The College plans to commence fully double streamed Primary School classes for the first time at Northside.
2023	The College plans to commence offering the Vocational Major and Victorian Pathways Certificate (VPC) as Victoria moved to a new integrated senior secondary certificate that brings together the VCE and the VCAL certificates.
2025	It is anticipated that in 2025, the College will be fully double streamed from Prep – Year 12.

Mission Statement

Transforming lives through Christ and the wonder of learning.

Vision Statement

To be an inspirational Christian learning community.

Our mission, “Transforming lives through Christ and the wonder of learning”, sums up our commitment to making a difference in this world. Through the design and structuring of our learning programs and state of the art learning environments, we are well equipped to nurture and develop the unique talent, gifting and interests of students.

As a Christian learning community, we have over forty years of tradition educating our students to live out the timeless values of perseverance, humility and integrity; preparing them for meaningful and purposeful engagement in every area of their lives. The Bible informs our curriculum, our relationships and our practices. All of our staff are practicing Christians, applying their faith to their teaching and other work.



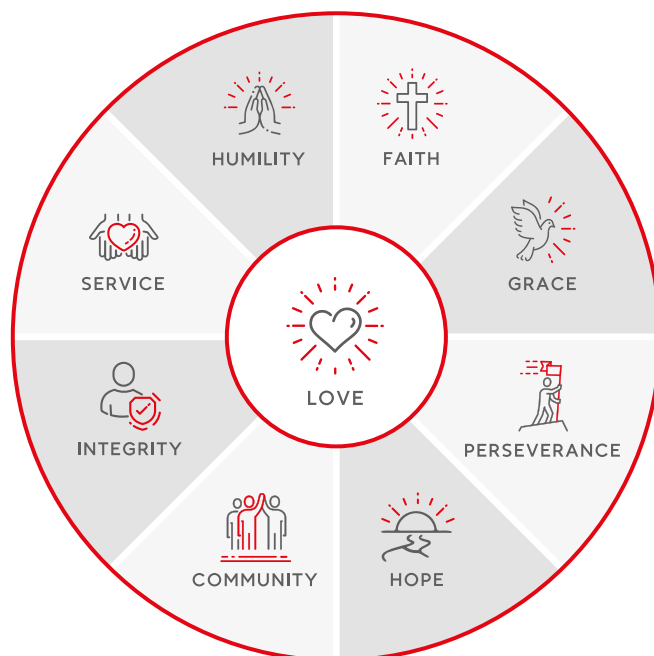
Core Values

"Three things will last forever
- faith, hope, and love -
and the greatest of these is love."
1 Corinthians 13:13

In establishing the College's Core Values, God directed us to 1 Corinthians 13:13 "Three things will last forever— faith, hope, and love— and the greatest of these is love."

The Bible reminds us of the significance of Love, Faith and Hope, which guides us as a College community. We desire to reflect God's Grace and aim to serve His kingdom; those within community are called to embrace the character qualities of Perseverance, Integrity and Humility.

Everything is influenced by the Core Values; they shape and are seen in everything that we do. We hope that the College is known by the expression



of Faith, Hope and Love as demonstrated by a sense of Community, Service and Grace. When our students leave the College, we want them to be young people hallmarked by Humility, Integrity and Perseverance.

Objectives

Northside Christian College aims to:

- Provide an education of a high academic standard that is based on an acceptance of the Lordship of Christ, and an acceptance of the Bible as the revealed and inspired word of God;
- Cater for the individuality of the learner and their gifting in God and stress the function of the learner as a member of the Body of Christ and the College community;
- Train the learner in the moral and ethical standards of the Bible and assist them to acquire a Biblical world and life view and an appreciation of the rights of others to hold differing views;
- Develop the learner's creative capacity, critical thinking ability, leadership skills and ability to work interdependently with others to solve problems and serve the community;
- Foster self-discipline in the learner through goal setting, responsibility and self-motivation;
- Stress cooperation rather than competition and foster the development of the gifts, skills and abilities of the learner for the service of Jesus Christ in the Body of Christ and the community;
- Develop enhanced partnerships between parents, students, staff and the community with the intention to strengthen the teaching and learning process;
- Provide a safe and loving environment through a sense of belonging to the family of God;
- Develop a culture of continuous improvement, professional development and pastoral support among staff and the College community;
- Ensure effective stewardship of the assets and resources God has entrusted to the College;
- Effectively communicate with parents and the wider community..

Our Philosophy

Northside Christian College provides students with Primary and Secondary educational opportunities based on Christian values, designed to develop students' knowledge, skills, understanding and character.

We believe every student is made uniquely in the image of God. Therefore, the individual needs of each student are our greatest concern. Within a Christian context at Northside Christian College, we aim to nurture the growth and development of the whole person – intellectually, physically, emotionally, spiritually and socially. We believe that this growth should be firmly based on the student's growing personal relationship with God and other people.

The development of students at Northside Christian College takes place in community. Our College is built on shared foundations of Biblical faith, values and beliefs and a commitment to mutual care and respect. We see our role as forming partnerships with parents and carers to educate their children.

We believe that in order to develop students to their full potential the College must ensure that all aspects of the child's health and wellbeing are supported. We believe students should be

nurtured in a supportive environment that has clear boundaries within mutual respect and a healthy working relationship between parents and carers, teachers and students. Respect involves treating other people as you would like to be treated yourself. The College implements a discipline program which aims for the restoration of relationships. We are committed to embedding a culture of child safety. We have a zero tolerance of child abuse in our school.

Northside Christian College aims to offer an education that encourages both academic learning and the development of Godly values and wisdom. These values help to form the foundations for life and are vitally important to the development of each student. The presentation of these values in the curriculum and their demonstration in the lives of our staff serve to reinforce what is taught at home and in the family church.

We encourage students to be active participants in their educational journey. The College is committed to supporting each student in a collaborative and differentiated approach in order to meet their learning needs.

Enactment of the College Philosophy

The College Vision, Mission, Values and Objectives are central to all practices within the College and form the basis of the College's Strategic Plan and Annual Action Plan.

The College Philosophy is communicated to the students, parents, staff and the College community through key documents and publications. These include but are not limited to:

- Annual Report
- College Website
- School Handbooks
- Staff Induction Program and Staff Handbook
- College newsletters

It is expected that all school improvement strategies and organisational practices relate to the College Philosophy in alignment with the Vision, Mission and Objectives of the College.

The Committee of Management review written policies on a continuing basis to ensure consistency with the College's Vision, Mission, Philosophy and Objectives. Policies are also reviewed and revised as a result of newly enacted state and/or federal legislation, as a result of research and/or policy development as presented by state and/or national organisations and agencies, or for other reasons as determined by the Committee of Management.

Statement of Democratic Principles

Northside Christian College was established in 1979 within the guidelines for the establishment of a school within the State of Victoria. The College is committed to compliance with State and Federal Law and adherence to the policies and expectations of legally appointed authorities that oversee the operation of educational institutions in this State. In this regard, we recognise:

1. The principle of elected government at Federal, State and local levels of government;
2. The rule of Law, and the right of the parliament and legal authorities to make and enforce compliance with that Law;
3. The equal rights of all people before the Law;
4. The freedom of religion;
5. The freedom of speech and association;
6. The values of openness, inclusion and tolerance.

We further state that the College strongly supports and applauds the Government's recognition of the right of faith-based schools to actively teach and model the beliefs, tenets and practices of the faith and to employ staff who actively practice and live by them.



Teaching and Learning Framework

In 2016, Northside Christian College created a unique and strategic teaching and learning framework. The framework will assist the College community in the development of future teaching and learning programs and will support in the evaluation of existing programs and initiatives at the College.

The framework provides an opportunity for teaching staff to reflect on what we teach, why we teach it and how we can teach it in a way more closely aligned with the Mission, Vision, and Philosophy of the College. The framework also provides a chance for the College to consider the knowledge, skills, work habits, and character traits we want to instil in our students and a chance to reference this with a wide range of 21st century skills.

Students will benefit from a carefully planned Christian education as staff develop curriculum and initiatives with reference to this framework. Furthermore, the framework enables all teachers, students and parents of our College to develop a very clear understanding about how we will deliver high quality teaching and learning practices at Northside Christian College.

The Teaching and Learning Framework is an important tool for our College community and closely aligns with the Vision, Mission, Philosophy, and Objectives of the College.

The documented curriculum at the College reflects a commitment to meet the requirements of State and National Curriculum frameworks, including the Curriculum and the Victorian Certificate of Education study designs.

Northside Christian College is committed to delivering the Australian Curriculum for Prep – Year 10 students. The Australian Curriculum sets the expectations for what all Australian students should be taught, regardless of where they live or their background. For Prep – Year 10, it means that students now have access to the same content, and their achievement can be judged against

consistent national standards. The College has monitored the release of the National Curriculum by the Australian Curriculum Assessment and Reporting Authority (ACARA). The College will continue to update curriculum across the College to ensure mandated syllabi have fulfilled the content requirements.

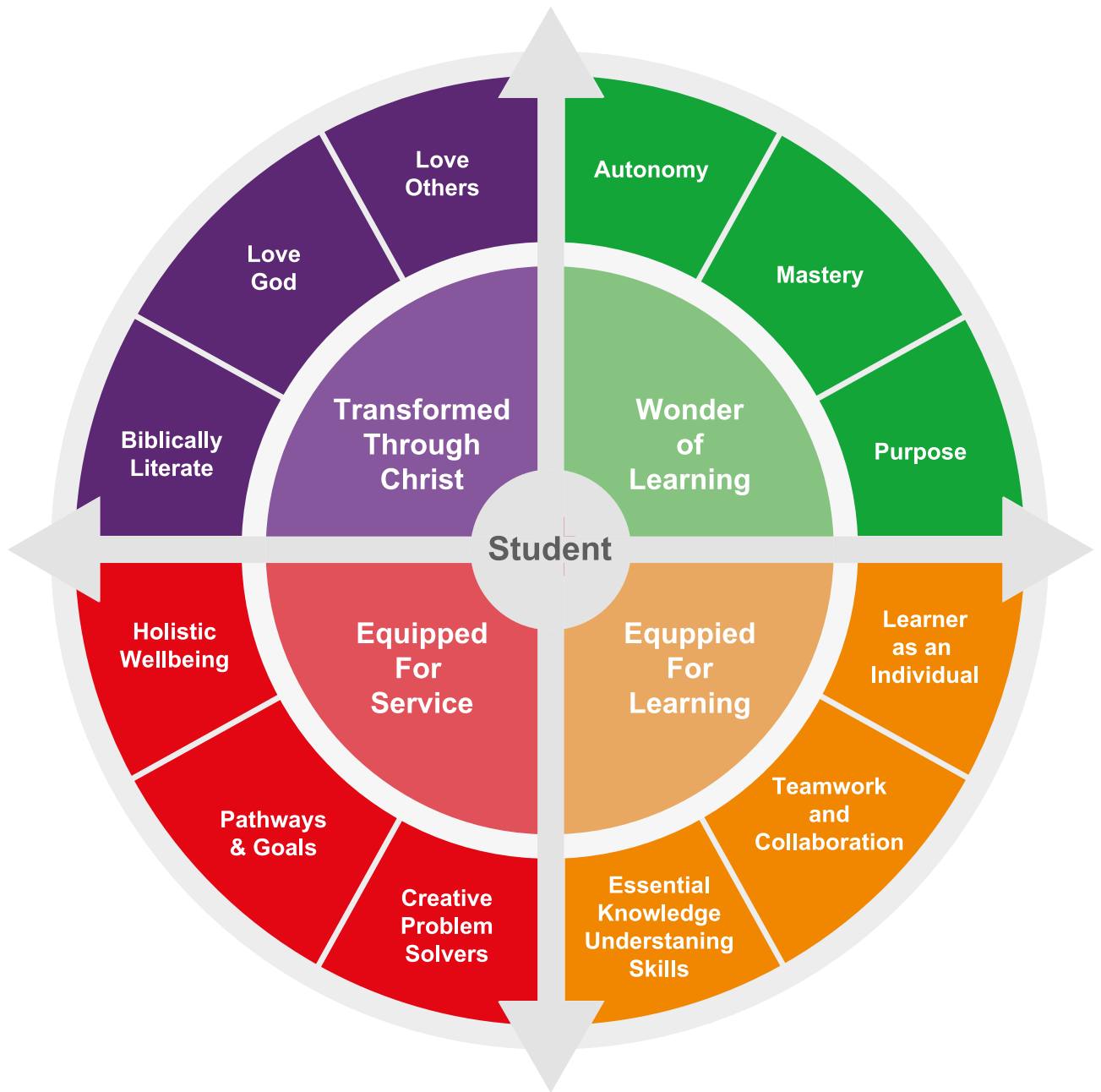
The Australian Curriculum includes seven General Capabilities. These General Capabilities traverse all specific disciplines and study areas and are regarded as the core skills and dispositions for 21st century students. The General Capabilities are:

- Critical and Creative Thinking
- Digital Literacy
- Ethical Understanding
- Intercultural Understanding
- Literacy
- Numeracy
- Personal and Social Capability

Northside Christian College acknowledges the Alice Springs (Mparntwe) Education Declaration (2019) and aims to promote excellence and equity and enable all students to become confident and creative individuals, successful learners, and active and informed community members.

Our curriculum is deliberately planned to ensure that students gain enduring understanding. This is achieved by planning that begins with the end in mind, with a clear description of the evidence of learning, assessment, learning outcomes, and appropriate teaching and learning strategies. The Understanding By Design approach guides the development of curriculum documentation for Teaching staff at Northside Christian College. Assessment is *of learning*, *for learning*, and *as learning* and is embedded in curriculum planning.

"Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is – His good, pleasing and perfect will."
Romans 12:2



School Song

Song Name: 'We Belong'

Words and music by:

Levi McGrath, Patrick Devine, Andrew Horneman and
Northside Christian College Students and Staff

Arranged by Jared Hascheck and Daniel Hernandez

Verse 1

Knowing who we truly are, Standing on a firm
foundation

Learning what we can achieve, Showing our
determination

Verse 2

We keep believing for the best,
Showing love and showing kindness
Always putting others first,
Walking humbly in God's service

Pre Chorus

We keep going when it's tough,
Knowing His grace will be enough

Chorus

This is our vision, To be an inspiration
Fulfilling God's mission, To see a transformation
Creating a place where we all can belong
Shaping the future, making us strong
Woa-oh, this is where, We Belong

Verse 3

Helping others as we grow, working in cooperation
Through our generosity, reaching out into the
nations

Pre Chorus

We keep going when it's tough,
Knowing His grace will be enough

Chorus

This is our vision, To be an inspiration
Fulfilling God's mission, To see a transformation
Creating a place where we all can belong
Shaping the future, making us strong
Woa-oh, this is where, We Belong

Bridge

He loved us first
Though we didn't deserve
And he calls us to serve, in humility

Chorus

This is our vision, To be an inspiration
Fulfilling God's mission, To see a transformation
Creating a place where we all can belong
Shaping the future, making us strong
Woa-oh, this is where, We Belong



Statement of Faith

1. Statement of Faith

The Statement of Faith is as follows:

1.1 Introduction.

- (a) Education, at its heart, is about exploring, discovering and embracing truth. Not only must the School impart knowledge, but teachers are called to enlighten knowledge with wisdom to help their students understand the world they live in and their purpose in it. (Psalm 19)
- (b) We believe that the ultimate meaning and purpose of life rests in Jesus Christ and His work on the cross. The School is a beacon of hope, built upon the foundation of the redeeming love of God through Jesus Christ. (Genesis 3, 2 Corinthians 5:19)
- (c) The School plays an important role in the formation of students, at the invitation of their parents - in leading and nurturing them, spirit, mind and body, to lay hold of their unique purpose and potential in God's world, and to equip them for a life of fulfilment and significance. It is the aim of the School that graduating students will be transformational in their future callings and vocations. (Psalm 139:1-18)

1.2 Truth.

- (a) We believe that the Bible is the word of God, it is uniquely inspired by God, free from errors and contradictions and is therefore infallible, dependable, wholly trustworthy and of supreme and final authority in faith and life. (2 Timothy 3:16-17, 2 Peter 1:21).
- (b) We believe that the Bible, comprising the Scriptures in the Old Testament and New Testament, teaches the truth about essential beliefs of the Christian faith including who God is, who Humanity is, what the Gospel is and what response God requires from his people. (Deuteronomy 10:12-13, Psalm 119:105, Mark 1:15; John 20:31, Romans 12:1-2)

1.3 God.

- (a) We believe that the one living and true God eternally exists in three co-equal "Persons" (the Trinity), the Father, the Son and the Holy Spirit, who act together in creation, providence, redemption, and

restoration. (Matthew 28:19, Colossians 1:12-16)

- (b) Jesus Christ, the Son, is fully God and fully man. We believe in His virgin birth, His sinless life, His atonement for human sin by His sacrificial death through the crucifixion, His bodily resurrection, His bodily return to heaven and His continuous role representing believers before the Father, and His return to judge the living and the dead. (John 1: 1-14, 2 Corinthians 5:21, Romans 8:34, Colossians 1:9-10, 1 Timothy 3:16)
- (c) We believe that the Holy Spirit is the third Person of the Godhead and is of one substance and co-exists with the Father and the Son, who is worthy of our worship, who convicts the world of guilt in regard to sin, righteousness and judgement. The Holy Spirit unites us with Christ, and makes us partake in Christ's risen life, pointing us to Jesus, freeing us from slavery to sin, producing in us his fruit, granting to us his gifts, and empowering us for service in the world. (John 3: 5-7, John 14: 16-18, John 15: 26)
- (d) In His death and resurrection, the Lord Jesus Christ took the place of humanity, making full payment for the sin of all people. For those who accept his gift of grace and exercise faith in Him, He secures forgiveness, a right relationship with God, a new life now and everlasting life at the end of history. (Romans 3:23-26, 2 Corinthians 5:21, 1 Peter 1:3, 1 Peter 2:24)

1.4 Humanity.

- (a) God has created humanity in His image and ascribed dignity, sanctity and worth to human life from conception until death. God requires human life to be accorded respect and to be protected from harm (Genesis 1:27, Psalm 139:13-16, Exodus 20:13)
- (b) God has created humanity as distinctly male and female and has ordained a normative connection between binary biological sex and a person's true self-conception as male or female. (Genesis 1:27, Matthew 19:4)
- (c) God calls some people to marriage, and some to a single state: one is not inferior or superior to another, and both have dignity, according to the Bible. God has instituted

Statement of Faith continued...

marriage between one man and one woman for life to be the only Scriptural covenantal, sexual and procreative union for humanity which signifies and mirrors the covenant love between Christ and his Church.

Married couples must be sexually faithful to each other. Sexual relationships outside of marriage between one man and one woman are contrary to God's will and command for humanity (Genesis 2:23-24, Matthew 19:5-6, Ephesians 5:22-32)

- (d) God has instituted the family as the central social structure and parents have the primary responsibility for bringing up their children. God has also instituted the church to make disciples from all the nations and provide spiritual teaching. He has established civil government to make laws, keep civic order and promote human flourishing. Each of these institutions has distinct roles and responsibilities which overlap but one should not usurp the role of the other. (Genesis 1:28, Mark 12:17, Romans 13:1-7)
- (e) Humanity, originally created for a relationship with God, has turned away from God and thus become sinful by nature and practice, unable by any personal merit or effort to restore that relationship. This fall has corrupted human identity and purpose, impacted sexuality, family and social relationships and has separated humanity from fellowship with God. (Genesis 1:26-31, Romans 1:18-32, Romans 3:23, Titus 3:3-7)

1.5 The Gospel.

- (a) Humanity's only means of restoring relationship with God is through salvation. Salvation is initiated in the believer solely by the grace of God, accomplished through the work of Jesus dying on the cross and applied by the Holy Spirit. Salvation is a free gift accepted by faith and includes the removal of guilt, being set apart for God, a new life of increasing transformation into the likeness of Jesus and eventually the resurrection to everlasting life. (Ephesians 2:8-10, Romans 8:28-30, Matthew 25:34-36)
- (b) Believers experience salvation when they are declared righteous by God as they commit their lives to Jesus in repentance and faith. This conscious commitment is made

possible only by the work of the Holy Spirit within the individual; it is not a meritorious work. (John 3:16, Ephesians 2:1-10)

- (c) The Church is the body of Christ both local and universal, including all believers who have been reconciled to God through faith in Jesus Christ. This body of believers is given life by the Holy Spirit and endowed with the Spirit's gifts to worship God, to proclaim the gospel as commanded by Jesus to make disciples in all nations, and to bring transformation to people and communities through God's truth, wisdom, and love. (Ephesians 3: 4-10, Matthew 28: 19-20)
- (d) Satan exists as a personal spiritual being, he is the father of all evil through his rebellion to His creator God, He is active in the world in opposition to God and the salvation of humanity, sworn to enslave and destroy the human race but his ultimate purpose has been brought to nothing by the Lord Jesus Christ. Satan is ultimately subject to God's authority and, after the return of Christ to Earth, he is destined to be confined forever in Hell and will be powerless to affect God's or His people's work. (Genesis 3:1-15, Matthew 4:1-11, Revelations 20:10, Colossians 2:15)
- (e) A person who rejects the gift of eternal life in the Lord Jesus Christ will be eternally separated from God. (John 3:36, Revelations 20:11-15)

1.6 The Response.

- (a) Until Jesus returns, God calls believers to respond to the Gospel by living as restored disciples of his Kingdom in a broken world with a commission to spread the Gospel, to make disciples and to engage in personal, relational, communal and civic conduct that is transformed by the Gospel and which serves as an example to the world. (Matthew 28:19-20, Matthew 5:13-16)
- (b) Believers are called to personal conduct which:
 - i) conforms to the example of Jesus;
 - ii) rejects sinful actions and seeks to do good works;
 - iii) demonstrates the fruit of the Spirit; and
 - iv) recognizes that the body of the believer is the temple of the Holy Spirit;

- v) affirms and reflects the truth of the Bible about the nature of human beings, created, male and female, in the image of God.
(Galatians 5:16-24, 1 Corinthians 6:19)
- (c) Believers are called to relational conduct that conforms to and reflects the teaching of the Bible concerning human sexuality and marriage. Therefore:
 - i) outside of marriage, a believer must live a life of chastity;
 - ii) children are a natural blessing of marriage; and
 - iii) parents must instruct and care for their children and provide for their physical, spiritual, and educational upbringing.
(Genesis 1: 26-17, Psalm 127:3-4, Ephesians 5: 22-33)
- (d) Believers are called to communal conduct which includes active participation in a local church and the use of their gifts for works of ministry, including communicating the gospel to others, making disciples, loving each other, loving one's neighbours including through ministries of mercy and compassion, and active witness in the world. (Hebrews 10:25, Romans 12:4-8)
- (e) Believers are called to civic conduct which includes being salt and light to the world, obedience to the civil authorities in all things which do not contradict the Word of God
- (f) Believers are still sinful by nature and practice, and they will never perfectly respond to God's call in this life so must continue in repentance and faith relying on the grace of God as well as extending grace to others. However, it is only by striving to respond in faith to God's call that believers will find true meaning and purpose to live a fulfilled life. (Romans 7:23, 1 John 2:2, Jeremiah 31:34, 1 John 1:7)

2. Final Authority for Matters of Belief and Conduct

- 2.1 The Statement of Faith does not exhaust the extent of the beliefs of Northside Christian College and its members. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that Northside Christian College and its members believe.



Committee of Management

Commitment to good governance is essential for the success and ongoing planning of directions for any school. Time is given generously for meetings of the Committee of Management. The strategic directions of the College have been determined through Committee of Management and Senior Staff discussions and ensure alignment between policy directions and the daily management and leadership of the College.

The essence of the Committee of Management's governance role at Northside Christian College is to oversee all aspects of the College, appoint the Principal, and ensure a strategic approach to the College's future by setting major objectives, policy frameworks and strategies. The Committee of Management must also monitor adherence to systems of risk management, ensure compliance with legal obligations and undertake periodic performance reviews. The Committee of Management is also committed to ensuring the financial security of Northside Christian College.

During 2022, the College Executive Team has developed a range of strategic priorities with short and long-term goals. These have been presented, discussed and approved by the Committee of Management and form the basis of the College's 2023 – 2033 Strategic Plan, which outlines the overall direction for Northside Christian College.

The Committee of Management is responsible for developing policies to reflect the College's philosophy and values and to support the College's broad direction, as outlined in the Strategic Plan. The Northside Christian College policies are documents that are made available to the College community as a means to clarify functions and responsibilities, manage change, promote consistency, meet standards and make decision-making transparent. The Committee of Management are responsible for reviewing the College's policies on a regular cycle with some policies requiring review on an annual basis.

Committee of Management Biographies



Name: Raff Marcucci

Date Appointed: 1997 - 12/2014
Rejoined 01/01/2021

Qualifications: Cert IV in Pastoral Ministry, Cert IV Workplace Training and Assessment

Pastor Raff Marcucci has been a long-serving Committee of Management member at Northside Christian College having served between 1997 and 2014 before re-joining in the capacity as Chairperson in 2021. Pastor Raff is committed to ensuring the ongoing fulfillment of the College's Vision and Mission and is passionate about the provision of Christian Education. Pastor Raff has supported in a range of roles at the Encompass Church, including serving as the Lead Pastor at the Plenty Valley Campus.



Name: Henry Franck

Date Appointed: 22/5/2015

Qualifications: Diploma of Ministry

Henry joined the Committee of Management in 2015. He has previously served as the Committee Secretary. He is a pastor in the Australian Christian Churches and is the Mernda Campus Pastor of Encompass Church. Henry and his wife Vicki are the owners of MBC Cleaning Services, operating in the northern and eastern suburbs of Melbourne. Henry and Vicki have two children who are currently students at Northside.



Name: Karen Burke

Date Appointed: 25/05/2018

Qualifications: Bachelor of Education

Karen joined the Committee of Management in 2018 and commenced as the Committee Secretary at the Annual Meeting in May 2019. She is a Teacher at Banyule Primary School and former Primary Teacher at Epping Views Primary School, one of the largest Primary Schools in Australia. Karen has been a primary school teacher for 18 years, teaching all year levels as a classroom teacher with a few years as a Performing Arts teacher. Her educational leadership expertise, from Year Level Team Leader through to Teaching and Learning Coach, provides a strong knowledge of curriculum, assessments and pedagogy. Karen attends Encompass Church and has served and been a Team Leader within the Welcome Team. She is married to Colin and they have a son.



Name: Jinu Abraham

Date Appointed: 26/05/2017

Qualifications: Masters in Accounting and Financial Management,
Bachelor of Commerce

Jinu joined the Committee of Management in 2017 and brings experience as a Finance and Operations Manager. He is currently employed by Mustad Australia Pty Ltd completing a variety of financial and stewardship activities including reporting, statutory and tax compliance, managing risk and partnering with external stakeholders for business growth. Jinu brings a broad range of skills to the Committee of Management including financial analysis, business analysis, project management, business strategy and managerial finance.



Name: Phil Johns

Date Appointed: 10/06/2020

Qualifications: Bachelor of Engineering
(Mechanical), Honours

Phil joined the Committee of Management in 2020. He has extensive Project Management experience across various industrial sectors. Phil was a board member at Moonee Vale Christian School between 2004 and 2012 and served on the steering committee for projects and leading numerous sub-committee while on the board. Phil has also served as a board member for Inner City Christian Church between 1999 and 2005. He is people-oriented, results-focused, and decisive concerning efficiently and effectively delivering project goals.



Name: Nandika Mather

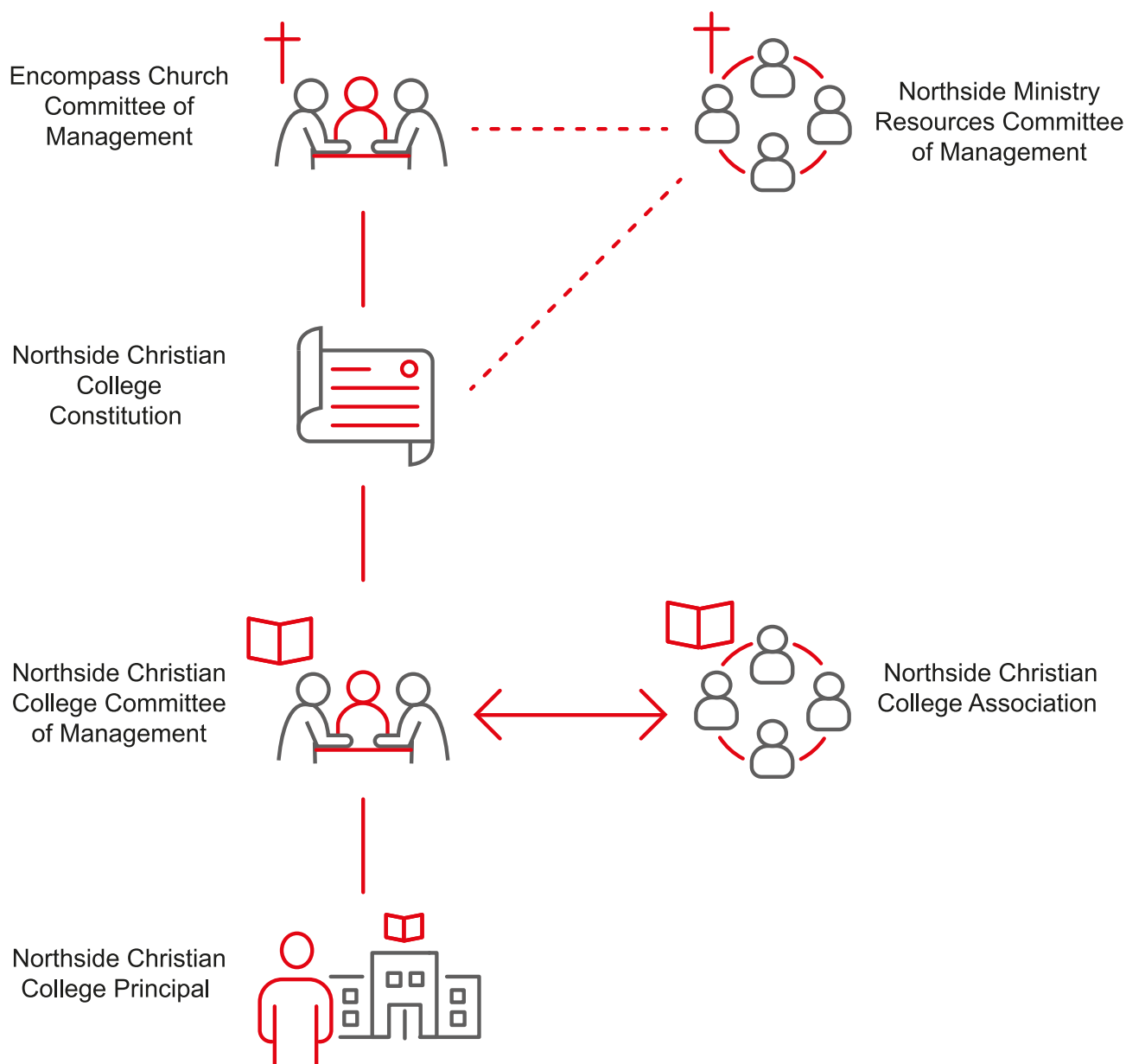
Date Appointed: 16/06/2021

Qualifications: Bachelor of Business Administration

Nandi joined the Committee of Management in 2021. Nandi has been the General Manager of Finances and Business for MacKillop Family Services since 2018. She was previously the Budget and Analytics Manager at Anglicare Victoria. Nandi has a strong Christian faith, attending an evangelical church in Rosanna, and serves as a Sunday school teacher.

Governance Structure

The following diagram is a visual representation for the governance structure of Northside Christian College and related entities.



Encompass Church Committee of Management

(Northside Christian Church Inc trading as Encompass Church)

- John Spinella, Chairperson
- Loxly Mather, Secretary
- John Bezemer
- Frank Chai
- Mark Donato
- Raffaele Marcucci
- Jason Newcastle
- Josie Skott

Changes to the Northside Christian College Constitution must not be altered except with the prior approval of the Church Board; and otherwise in accordance with the Australian Charities and Not-for-profits Commission Act 2012 (Cth).

Northside Ministry Resources Committee of Management

- John Bezemer, Chairperson
- John Spinella, President
- Mabel Ong, Secretary
- Josie Skott
- Daniel Tramontana

Northside Ministry Resources holds the property from which the Church and College conducts its activity.

Northside College Committee of Management

Church Appointed Committee of Management Members

- Raff Marcucci, Chairperson
- Jinu Abraham
- Henry Franck

Raff Marcucci is the nominee for the Senior Pastor of Encompass Church. The College's constitution highlights that the Senior Pastor or their nominee will be one of the Church-appointed Committee of Management members.

Independent Committee of Management Members

- Phil Johns
- Nandika Mather
- Karen Burke (Non-voting)

Karen Burke was a former Church Appointed Committee of Management member. In 2022, Karen was a non-voting Independent Committee of Management member.

Ex-officio Committee of Management Members

- Michael Bond, Principal
- Leigh Adcock, Business Manager

During 2022, there were no subcommittees of the Northside College Committee of Management.

The Northside Christian College Association is made up of the members of the College's Committee of Management.

The Northside Christian College Association requires the prior written endorsement of the Encompass Church before appointing a school principal.

The day-to-day management and operations of the College are delegated from the College Committee of Management to the Principal. A Delegations Charter supports in documenting this process.



Executive Team

The Executive Team at Northside Christian College are a committed team of Christian men and women who come from a wide range of school and business backgrounds, and provide an enormous range of skills and experiences to benefit the Northside Christian College school community. The College is governed by the Committee of Management, which has responsibility for the overall vision, direction and financial management of Northside Christian College. The Principal, supported by the Executive Team, has the responsibility for executing the Vision and Mission of the College community through implementing the College's strategic plan and managing the overall operations and resources of Northside Christian College.

Michael Bond
Principal / CEO



Michael joined Northside Christian College in 2017 and commenced as College Principal in 2022. He has a passion for Christian education and a vision to nurture the community atmosphere of the College as the school continues to expand, as well as continuing to focus on meeting the needs of each student at the College.

Even before he became the Principal at Northside, Michael played a key role in the effective leadership of the day-to-day College operations, making significant contributions to policy development, compliance, and Senior School leadership.

Michael has taught in Government and Independent Schools in the United States and Australia including Kerang Christian College, Oxley Christian College, and Shades Cahaba Elementary School. His areas of expertise include curriculum development, policy development and implementation, strategy development and implementation, working with a wide range of stakeholders. Similarly, his leadership experience in education has been diverse, with experience as

Principal, Deputy Principal, Head of Primary, Head of Secondary, VCE Coordinator, and gifted and talented education coordinator.

From 2012 to 2016, Michael was Principal / CEO at Kerang Christian College where he oversaw that school's expansion from Year 8 to Year 12, managed a number of key building projects and implemented some key strategic initiatives. He was the Vice President of the Victorian Association for Gifted and Talented Children (VAGTC) in 2010 and 2011 and served on the VAGTC committee from 2009 to 2022.

Michael studied a Bachelor of Information Systems (Electronic Commerce) degree at the University of Tasmania and completed his Master of Science in Education at Troy University in the United States of America. He also has a Graduate Certificate in Education (Inclusive Education) from the Queensland University of Technology, and is a Fellow of the Australian Institute of Company Directors (FAICD).

Athletics and Cross Country have been sports close to Michael's heart. He has been a nationally ranked middle distance runner, qualifying for two Olympic Trials. Michael is married to Michelle. They have two daughters, Eliana and Adelyn.

Leigh Adcock
Business Manager



Leigh joined Northside Christian College in October 2016 and has been instrumental in the development of the College's Business Plan and Marketing Plan. He is passionate about Christian education and is a valued member of the College's Executive Team.

Leigh manages the financial and business administration functions of the College. In addition to this primary role, Leigh provides valuable support to the College Principal. Leigh plays an important role in helping to realise the College's Mission and Vision. He is dedicated to ensuring the adequate provision of resources needed throughout the College.

Leigh is a Chartered Accountant (CA) and member of the Association of School Business Administrators (ASBA). He brings over 20 years of commercial acumen to the role of Business Manager at Northside Christian College. Leigh spent a decade as an auditor with KPMG in Melbourne, and has various industry experience working at Honda, John Holland, Peters Ice-cream and Countrywide Austral. He is currently a Non-Executive Director and Treasurer at the Anglican Relief and Development Fund of Australia, Melbourne School of Theology and Eastern College Australia. He is also a former Non-Executive Director and Treasurer of Harvest Bible College.

Leigh holds a Bachelor of Business from La Trobe University, and Graduate Diploma in Theology and Master of Arts (Ministry) degrees from Harvest Bible College. He is a North Melbourne Kangaroos supporter.

Serene Eng
Director of Inclusive Education



Serene joined Northside Christian College in 2017. Before her teaching career in Australia, she taught in Singapore for several years and managed the ICT Department at a local primary school after attaining a First Class Honours Degree in Bachelor of Electrical and Electronics Engineering from The University of Glasgow - Scotland and Postgraduate Diploma in Primary Education from National Technological University - Singapore.

Upon her arrival to Australia, Serene worked at various schools. Her passion for teaching and serving others led her to leadership and executive positions. With a desire to understand and explore educational leadership in diverse contexts, Serene pursued a Master of Education (Educational Leadership) at Charles Sturt University. The skills and professional knowledge acquired by Serene have assisted her in her leadership in education, to act critically and creatively to address the challenges faced by educational leaders.

At Northside, Serene teaches students from a range of primary school year levels as a generalist and specialist teacher. She has also supported the INSPIRE program. Over the past three years, in her capacity as the Learning Support Coordinator (Primary) and subsequently, as the Director of Inclusive Education planned and organised targeted support programs for students in consultation with students, staff, and families. Together with a dedicated team of staff at Northside, the overarching objective is to provide a learning environment that values all members and assists them to learn, participate, and succeed within an inclusive school culture.

In 2021, Serene completed her Master of Inclusive Education (Advanced Practice) at Charles Sturt University. Her studies addressed the diverse needs of all learners. Serene is interested in personalised learning to support all learners, thereby fulfilling the College's Mission and Vision statement to be an inspirational Christian learning community and 'Transforming lives through Christ and the wonder of learning.'

Executive Team continued...

Chris Gatt

Director of Teaching and Learning



Chris joined Northside Christian College in 2006. He is a passionate Media, English, and Psychology teacher, who has particularly enjoyed working in the Senior School and with Victorian Certificate of Education (VCE) students, helping guide them to excellent ATAR results.

In 2012, he commenced the role of eLearning Coordinator, and in that capacity led several important initiatives to help the College integrate digital technologies to provide cutting edge education. These projects included the move to one-to-one student devices, the introduction of online and hybrid learning models, the Continuous Online Reporting Program, and developing the College's Model of Teaching and Learning.

Chris has presented on several topics related to education and technology for Digital Learning and Teaching Victoria (DLTV), Independent Schools Victoria (ISV), and Christian Schools Australia (CSA). He has worked for the Victorian Curriculum and Assessment Authority (VCAA) as an assessor of the Media Examination, assessor of the Media SAT, and writing the Unit 3 & 4 Media Examination.

In 2022, Chris transitioned into a new role at the College as the Director of Teaching and Learning. This role has provided him with greater opportunities to work collaboratively with staff to raise student achievement and improve the quality of teaching and learning across the College, consistent with the College's Strategic Plan, Vision, Mission, Philosophy, and Values.

Chris is passionate about increasing student's intrinsic motivation and autonomy as self-directed learners. He believes this stems from developing learning experiences that are authentic to student's lives, and that illuminate the truth of God's creation and His purposes.

Christopher Simmons

Director of Learning -
Primary School



Christopher has a long history with Northside Christian College. He is a past student of the College, graduating from the inaugural Year 12 Class. After completing his education degree he held the position of Physical Education Teacher/Coordinator at Northside Christian College before pursuing a career in the sport and recreation industry.

Christopher worked for YMCA Victoria in a number of roles, including Bushfire Programs Project Manager, Centre Director at Diamond Creek Community Centre and Outdoor Pool, and Outside School Hours Care Area Coordinator. In his role as Project Manager he spent time overseeing the YMCA's work with Victoria's bushfire affected communities, managing partnerships with the Department of Education and Early Childhood Development, Department of Human Services and the Victorian Bushfire Appeal Fund.

Since returning to the College in 2013, Christopher has taught a range of year levels, developed our Primary Life Experiences program and has been an integral member of the Physical Education and Sport department.

Christopher was appointed as the Director of Learning – Primary School in Term 4 of 2018. Christopher has a passion for Christian Education and providing a comfortable, respectful and supporting environment for students, parents, and staff that can nurture the growth and development of individuals.

Lenna Waters
Director of Learning -
Senior School



Lenna is the Director of Senior School Learning having taken on that position in 2020 – right at the beginning of a year of change. Lenna joined the VCE teaching staff as a maternity replacement in 2010. She has taught Food Studies, Textiles, Health and Human Development, and Careers/ Work Studies for Years 3 to 12 for the past 10 years.

Lenna had a long history in various sectors of education in the USA having taught in both Christian and public high schools and served as a university lecturer. Upon coming to Australia, Lenna homeschooled her two children for 14 years while teaching at Bible College, doing volunteer work as a Christian Camp cook and serving alongside her husband while pastoring.

Lenna has enjoyed facilitating the growth of the Home Economics and Careers departments at Northside and enjoys serving the Northside community through catering. Lenna has a Bachelor of Home Economics from Bob Jones University in Greenville, South Carolina and a Master's of Education from the University of North Carolina – Greensborough. In addition, she holds a Certificate IV in Training and Assessment and a Graduate Certificate in Career Development Practice. She is passionate about preparing young people for future opportunities in education and the work world and interacting with both students and their parents in the career counselling space.

Jo Westland
Director of Learning -
Middle School



Jo joined Northside Christian College in 1999. She has been instrumental in the development of the Middle School at Northside, including having significant input into the design and layout of the new Middle School facilities at the College. Jo has overseen the implementation of the Middle School program at Northside Christian College and is passionate about seeing students thrive during this period of schooling. She has more than 25 years' experience teaching at Independent Schools in South Australia, New South Wales and Victoria.

Jo studied Education at Flinders University, and is an experienced and passionate teacher of Visual and Studio Arts and Humanities. She has taught a diverse range of subjects at Northside Christian College from Primary School classes through to Victorian Certificate of Education (VCE) subjects. Her education degree specialised in Middle School education and Jo has embraced the opportunity to establish a collaborative Middle School learning culture at Northside.

Jo is a valuable member of the College community and a source of encouragement to all our students. Furthermore, Jo highly values the opportunity to work collaboratively with staff and families to support the diverse learning needs of our students.

Compliance, Political and Economic Climate

Northside Christian College maintains registration with the Victorian Registration and Qualifications Authority (VRQA). The VRQA is responsible for the regulation of education and training providers and qualifications in Victoria for schools. The College closely monitors the registration requirements for schools to ensure ongoing compliance with VRQA standards.

The Committee of Management and Executive Team at Northside Christian College continue to closely observe the political and economic landscape. Likewise, the College takes note of changes to policy at the State and National level.

Below is a summary of some of the areas that were monitored during 2022.

Australian Curriculum

During 2022, schools across Australia gained access to Version 9.0 of the Australian Curriculum. The endorsement of the updated Australian Curriculum for Prep to Year 10 followed the 2020/2021 review, which involved the Australian Curriculum, Assessment and Reporting Authority (ACARA) working with key education stakeholders and groups to define the approach and scope of the review. The review aimed to improve the Australian Curriculum by refining, realigning, and decluttering the content of the curriculum within its existing structure and underpinned by the education goals of the Alice Springs (Mparntwe) Education Declaration (2019). The revised Prep-Year 10 Australian Curriculum is published on an improved website platform and is available for implementation.

Child Safe Standards

Northside Christian College is committed to implementing the Victorian Child Safe Standards (Standards) into policy and procedure at the College to embed the Standards culturally at the College. During 2021, the Victorian Commission for Children and Young People (CCYP) announced that new Child Safe Standards will commence on the 1st July 2022. There are 11 new Standards which will replace the current 7 Standards. Key changes identified by the CCYP and the VRQA in their summaries include new requirements:

- to involve families and communities in organisations' efforts to keep children and young people safe
- for a greater focus on safety for Aboriginal children and young people to manage the risk of child abuse in online environments
- for greater clarity on the governance, systems and processes to keep children and young people safe.

The Minister for Education issued Ministerial Order No. 1359 – Implementing the Child Safe Standards – Managing the risk of child abuse in schools and school boarding premises (Ministerial Order No. 1359). It outlines minimum requirements schools and school boarding premises must meet to comply with the new Child Safe Standards. Schools and school boarding premises were required to comply with Ministerial Order No. 1359 by the 1st July 2022.

COVID-19

Throughout 2020, 2021, and 2022, Northside Christian College was guided by advice provided by the Australian Government and the Victorian Government concerning the Coronavirus (COVID-19). Valuable supporting resources were developed by the Victorian Department of Education and Training (DET), the Victorian Department of Health and Human Services, Independent Schools Victoria, and Christian Schools Australia. This resulted in the College implementing a wide range of policies and procedures to strengthen the safety of the College community during this time, including the development of a COVID Safety Policy, COVID Safe Plan, and COVID Safety Management Plan. Plans to support the continuity of learning and the provision of remote learning were also developed and implemented. The safety and wellbeing of our students and staff remained our priority throughout the year.

Disability Standards Review

The Australian Government Department of Education, Skills and Employment, on behalf of the Minister for Education, undertook a review of the Disability Standards through a consultation process during 2020. According to law, the Standards need

to be reviewed every five years. The Disability Standards for Education came into effect on the 18th August 2005. The Standards are subordinate legislation to the Disability Discrimination Act 1992 (the DDA). Christian schools, along with other education providers, must comply with the Standards or they will be acting unlawfully. The Minister for Education and Youth, Hon. Alan Tudge, released the final report from the 2020 Review of the Disability Standards for Education 2005 during March 2021. The final report made 13 recommendations which reflect 4 reform directions

- empowering and supporting students with disability and their families
- strengthening the knowledge and capability of educators and providers
- embedding accountability for the Standards throughout the education system • building awareness and capability in the early childhood education and care sector.

The Committee of Management and Executive Team at Northside Christian College will carefully consider the Report, its observations, conclusions, and recommendations.

Religious Educational Institutions and Anti-Discrimination Laws

The Australian Law Reform Commission (ALRC) was requested by the Commonwealth Attorney-General to review the way the Commonwealth anti-discrimination law applies to religious schools and other educational institutions. Following the review, the ALRC will release a short Consultation Paper with law reform proposals on the 27th January 2023. It will accept written submissions on these proposals until 24th February 2023. A report will be provided to the Attorney-General by 21st April 2023.

Royal Commission into Institutional Responses to Child Sexual Abuse

The Royal Commission into Institutional Responses to Child Sexual Abuse tabled its final report in December 2017. In Volume 13 relating to schools, the Royal Commission made several specific recommendations. The Committee of Management

and Executive Team at Northside Christian College will continue to carefully consider the Report, its observations, conclusions, and recommendations and will continue to review our child protection policies and practices.

Northside Christian College submit an annual progress report on the College's efforts over the 2022 calendar year to implement the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission), and on the College's broader child safety response. The Royal Commission recommended that organisations that engage in child-related work report annually on their actions to implement the Royal Commission's recommendations.

Suppression Practices Legislation in Victoria

The new Change or Suppression (Conversion) Practices Prohibition Act 2021 (Vic) legislation in Victoria. The passage of the Change or Suppression (Conversion) Practices Prohibition Act 2021 (Vic) prohibits conversion therapy designed to inhibit or prevent the expression of persons sexual orientation or gender identity. This legislation commenced on the 17th February 2022.

VRQA Minimum Standards for School Registration

The VRQA published updated guidelines in February 2022 to reflect Victoria's new Child Safe Standards and new pathways for secondary education in Victoria. Schools were required to comply with the new Child Safe Standards from the 1st July 2022.

Additional Changes

The College is aware of a wide range of changes to legislation and regulations, which apply to schools. During 2022 the College reviewed and updated a range of policy documents to reflect changes to legislation and regulations. Once again, the College is committed to maintaining compliance with Government requirements and providing a safe learning environment for our College community.



2018 – 2022 Strategic Plan

The 2018 - 2022 Strategic Plan document was intended to set the overall direction for Northside Christian College over a four year period, which was extended to include 2022. It also outlined the key values that the Committee of Management and the College community agree should be at the heart of how the College operates and develops.

Our strategic priorities are carefully aligned with the College's Vision and Mission statements, Core Values, Objectives and Philosophy statement.

Northside Christian College was committed to undertaking the following six strategic priorities between 2018 and 2022. The implementation of these initiatives were phased over the four-year period of the plan. Implementation occurred through an annual planning and budget cycle. The strategic actions and business plans were reviewed annually.



1. Passionate Learning

"Northside Christian College is committed to developing a culture where students are passionate about learning and transformed through Christ and the wonder of learning."



2. Educational Leadership

"Northside Christian College is committed to employing, developing and resourcing a high quality team of teachers, administrators and support staff."



3. Nurturing Culture

"Northside Christian College aims to further develop a nurturing College community that meets the needs of individual students."



4. Connected Learning Community

"Northside Christian College is committed to creating a strong Community by fostering relationships and establishing productive partnerships."



5. Strategic Resource Management

"The administrative structures at the College aim to create a sustainable organisation that can facilitate and support the educational programs of the College and reinvest in high quality resources, facilities and assets."








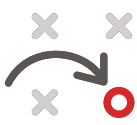
6. Sustainable Governance

"The Committee of Management is committed to implementing responsible and sustainable practices in the governance of the College. The Committee of Management will continue to develop and review policies and processes that support the members of the College community and comply with current educational and government standards."

Targets and Priorities

During 2022 the following priorities were achieved:

Focus Area	Outcomes
Passionate Learning 	<ul style="list-style-type: none"> Continued implementation of a flipped learning pedagogical approach Reviewed and updated the VCE Student Policy Handbook (Policy No. 4) and VCE Staff Policy Handbook (Policy No. 3) Implemented the VCAL Policy Handbook (Policy No. 59) Prepared for the implementation of the Vocational Major Implemented the College's Distance Education Policy (Policy No. 8) Further implemented the Australian Curriculum Staff training in the Nationally Consistent Collection of Data on School Students with Disability (NCCDSSD) Continued implementing action items from the College's Benchmarking Report for Quality Career Development Services
Educational Leadership 	<ul style="list-style-type: none"> Implemented the College's updated Professional Learning and Development Policy - Provided training for all teaching staff with particular emphasis on embedding a Biblical worldview into the College's curriculum Used data available from a variety of sources to drive curriculum planning and teaching practices Increased use of blended and flipped learning models Further developed the staff induction program with a range of online training resources Development of policy to support the teaching staff appraisal process Continued to reflect on and implement the College's Philosophy statement Implemented the College's staff appraisal process referencing the Australian Teacher Performance and Development Framework
Nurturing Culture 	<ul style="list-style-type: none"> Continued to implement a Child Safety Strategy, including supporting staff to develop an understanding of the National Principles for Child Safe Organisations Prepared for the introduction of the new Child Safe Standards in Victoria Reviewed and implemented a Child Safety Strategy to support the implementation of the new Child Safe Standards Further implemented the College's Risk Management Policy, with a focus on identifying, reducing and removing the risk of child abuse Provided professional development to staff in regards to the College's Reportable Conduct Policy Commenced implementing the PeaceWise program in the Secondary School Implementation of the Friendly program across the Primary School Continued to review and update policy addressing the wellbeing needs of our College community Advanced implementation of the College's Inclusive Education Policy (Policy No. 27) with further roll-out of Individual Learning Needs Profiles Staff training in the College's Restrictive Intervention Policy (Policy No. 64) Staff training in the College's Anaphylaxis Management Policy (Policy No. 15) Implemented the College's Grievance and Complaints Management Policy (Policy No. 14) Continued to review and update the College's Emergency Management and Critical Incident Plan Reviewed and updated the College's Bushfire Preparedness Policy (Policy No. 18) Implemented a COVID Safety Policy (Policy No. 69) Updated and implemented a COVID Safe Plan Updated and implemented a COVID Safety Management Plan Reviewed and updated the College's Child Safety Policy (Policy No. 1)

Focus Area	Outcomes
<p>Connected Learning Community</p> 	<ul style="list-style-type: none"> Facilitated parent communication through SEQTA Engage, which is the parent portal of the College's Learning Management System Utilised video conference technology to connect with parents through Zoom Webinars and social media Continued to review and improve the College's Volunteer Induction process Provided greater access to staff policy briefings through the expanded implementation of online digital video briefings of a wide range of College policies Implemented the Parent Code of Conduct (Policy No. 56) Implemented the Social Media Policy (Policy No. 51) Enhanced existing communication strategies and develop new ways to engage with the wider community Maintained involvement in Christian Schools Australia Principal's Network Continued to actively grow and nurture student leadership Provided professional learning and development on Flipped Learning and Blended Learning
<p>Strategic Resource Management</p> 	<ul style="list-style-type: none"> Continued to review the College's Master Plan to improve and maintain the physical facilities in order to enrich the teaching and learning environment Continued to explore expansion options for the College Redesigned and refurbished learning areas to reflect contemporary learning needs and curriculum demands Constructed the new Middle School building and completed associated landscaping works Maintained a five year Business Plan that describes the College's strategy and how the College intends to achieve its goals Trained staff in the implementation of the College's Data Breach Policy (Policy No. 52) Implemented a Delegations Charter Reviewed and updated the College's Occupational Health and Safety Policy (Policy No.50)
<p>Sustainable Governance</p> 	<ul style="list-style-type: none"> Updated the Committee of Management planning calendar to assist in the review and development of policy Enhanced and embedded a risk management framework and register Developed and reviewed the Colleges Child Safety Risk Management Strategy (Policy No. 75) Actively engaged in the development of the 2023 – 2033 Strategic Plan in collaboration with the College's Executive Team Completed Child Safety Training and reviewed the College's implementation and compliance with the Child Safe Standards Developed an awareness and understanding of Ministerial Order No. 1359 Implemented a Committee of Management Conflict of Interest Policy (Policy No. 58) Monitored the College's compliance with the VRQA's <i>Guidelines to the Minimum Standards and Other Requirements for Registration of Schools Including Those Offering Senior Secondary Courses</i>.

2023 – 2033 Strategic Plan

The Strategic Plan (2023 – 2033) is intended to set the overall direction for Northside Christian College for the next ten years so we can Flourish together as a College community. It also outlines the key values that the Committee of Management and the College community agree should be at the heart of how the College operates and develops. Our Strategic Priorities are carefully aligned with the College's Vision and Mission statements, Values, Objectives, and Philosophy statement.

The delivery of the Strategic Priorities will be supported by a detailed action plan contained within the College's Strategic Management Plan. These plans will be mindful of the resources, timing, outcomes, and risks related to this Strategic Plan.

This Strategic Plan covers six Strategic Priorities that will support us to Flourish.



1. Provide rigorous Christian education

Northside Christian College is committed to developing a culture where students are passionate about learning and transformed through Christ and the wonder of learning. The College aims to implement a high-quality, rigorous learning program to support the learning of all students.



2. Support a passionate team of staff

Northside Christian College is committed to employing, developing and resourcing a high quality team of teachers, administrators and support staff united by a shared faith and a desire to provide excellence in Christian education.



3. Advance a nurturing culture

Northside Christian College aims to further develop a nurturing College community that meets the needs of students and staff.



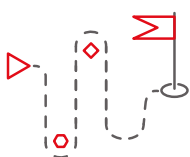
4. Strengthen school-community connections

Our community will mature through the fostering of authentic working relationships with our partners in Christian education.



5. Manage the College in a sustainable way

The administrative structures at the College aim to create a sustainable organisation that can facilitate and support the educational programs of the College and reinvest in high-quality resources, facilities, and assets.






6. Deliver effective school governance



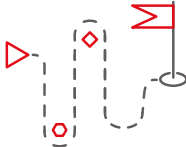
The Committee of Management is committed to implementing responsible and sustainable practices in the governance of the College. The Committee of Management will continue to develop and review policies and processes that support the all members of the College community and will comply with current educational and government standards.



Targets and Priorities

Priorities, Initiatives and Targets for 2023

Focus Area	Outcomes
Provide rigorous Christian education 	<ul style="list-style-type: none"> Actively enhance teaching and learning through the College's online learning platform with greater consideration for the implementation of flipped learning Continue staff training in understanding the Nationally Consistent Collection of Data on School Students with Disability Continue to improve the implementation of the Student Performance Data Policy (Policy No. 41) Support the implementation of the Teaching and Learning Committee Further implement a Careers and Pathways Committee to assist in the implementation of the Careers Program at the College Utilise Christian Schools Australia's resource God's Big Story resources to develop and implement curriculum from a Biblical world view Continue to review and implement Christian Schools Australia's paradigm known as the 'CSA Architecture' Continue to review how the College supports the learning of all students with consideration for equity and the diverse learning needs of the College community Deliver the Vocational Major to support Senior School students Plan and prepare for Australian Curriculum Version 9.0
Support a passionate team of staff 	<ul style="list-style-type: none"> Support staff in developing a deeper understanding of the College's Teaching and Learning Framework Monitor the process of staff education and performance reviews to ensure alignment with best practice, including the Australian Teacher Performance and Development Framework Provide adequate training for all staff with particular emphasis on professional development in preparing for Australian Curriculum Version 9.0, new technologies, differentiation, inquiry based learning and other innovative emerging pedagogies Support staff with targeted professional learning to use data available from a variety of sources to drive curriculum planning and teaching practice
Advance a nurturing culture 	<ul style="list-style-type: none"> Implement the College's updated Child Safety Strategy supporting the implementation of the new Child Safe Standards Monitor compliance with the new Child Safe Standards and associated Ministerial Order Further implement the College's Risk Management Policy, with a focus on identifying, reducing and removing the risk of child abuse Support the implementation of the PeaceWise program in the Secondary School Continue to implement the Friendly program in the Primary School Continue to review and improve the College's Volunteer Induction Program Review and update contractor management systems at the College to strengthen the College's approach to child safety Cultivate a culture in which students, teachers and parents understand the importance of Digital Citizenship Continue to review and update policy addressing the wellbeing needs of our College community

Focus Area	Outcomes
<p>Strengthen school - community connections</p> 	<ul style="list-style-type: none"> • Provide ongoing opportunities for parents and members of the local community to become involved in the life of the College • Enhance existing communication strategies and develop new ways to engage with the wider community • Investigate the development of a College mobile phone app to support communication and connectivity with the College community • Maintain involvement in Christian Schools Australia Principal's Network • Commence the development of a school-wide student leadership plan • Prepare for the implementation of Consent2Go to improve the process for event and excursion management • Continue to consider opportunities to participate in video conference partnerships to offer VCE classes to remote and rural communities
<p>Manage the College in a sustainable way</p> 	<ul style="list-style-type: none"> • Review and implement the College Master Plan to improve and maintain the physical facilities in order to enrich the teaching and learning environment • Continue to explore expansion options for the College • Redesign and refurbish learning areas to reflect contemporary learning needs and curriculum demands • Maintain a five year Business Plan that describes the College's strategy and how the College intends to achieve its goals • Staff professional learning on the College' Data Breach Policy (Policy No. 52) • Staff professional learning on the College's Records Management Policy (Policy No. 55)
<p>Deliver effective school governance</p> 	<ul style="list-style-type: none"> • Update the Committee of Management planning calendar to assist in the review and development of policy • Monitor the College's compliance with the VRQA Minimum Standards for School Registration • Enhance and embed a risk management framework and register • Actively engage in ongoing strategic planning and develop annual priorities in collaboration with the College's Executive Team • Further develop policies and procedures for good governance • Provide professional learning opportunities for Committee of Management members in governance • Continue to undertake professional learning and development in Child Safety



Primary School

Overview

The Primary School at Northside Christian College is committed to “Transforming lives through Christ and the wonder of learning.” The College offers a comprehensive Primary education programme catering for learners from Prep to Year 6. Students are supported in an engaging and nurturing learning environment with a strong focus on literacy and numeracy. The staff at Northside work in close partnership with parents and carers to best meet the needs of our students.

Curriculum

The Primary School at Northside Christian College provides students with a solid foundation in a broad range of learning areas including Bible, English, Mathematics, Science, Humanities and Social Sciences, Health and Physical Education, the Arts, Technologies and LOTE (Chinese). Northside is implementing the Australian Curriculum, which sets out, through content descriptions and achievement standards, what students should be taught and achieve, as they progress through Primary School. Incorporated within each of the core subjects and the seven General Capabilities, are the three Cross-Curriculum Priorities. Students learn about Aboriginal and Torres Strait Islander histories and culture, Asia and Australia's engagement with Asia, and Sustainability.

Some of the key strategic curriculum programs in the Primary School in 2022 included:

PRIME Mathematics

PR1ME Mathematics is a composite of the approaches used by the three top-performing nations in primary mathematics education

according to TIMSS (Trends in International Mathematics and Science Study). PR1ME Mathematics has been adapted from the highly acclaimed and widely proven Primary Mathematics Project developed by the Ministry of Education in Singapore. The Mathematics Framework used in PR1ME has problem solving as being central to mathematics learning. It is similar to the approach used by the Singapore Ministry of Education that turned Singapore from a low-performing maths nation into a high-performing one.

English (Sound Waves Spelling & VCOP/Big Write)

Sound Waves Spelling is a synthetic phonic-based spelling program. It is evidence-based and aligns with the Australian Curriculum. Sound Waves uses a systematic approach that focuses on the process of synthesising - taking small parts and putting them together to form a whole. It uses a sound-to-letter process; first focusing on phonemes and then exploring the letters that represent these sounds and how they form written words. Sound Waves teaches grammar, Greek and Latin roots, prefixes, suffixes, synonyms and much more in a sequential and structured plan from Prep to Year 6. The program is structured to support students requiring additional support and allows students ready for extension and enrichment opportunities to expand their knowledge. Sound Waves is an explicit and sequential program that successfully integrates all areas of literacy.

In 2022, the Year 1 to 6 classes implemented the VCOP writing program. The program is based on the research of Ros Wilson. Each week students explore various text types through the

lenses of Vocabulary, Connectives, Openers and Punctuation. Their study culminates in a 'Big Talk' and a 'Big Write'. Students are then led through self-evaluation of their writing and set personal goals. The program allows students to set personal writing goals and it ensures that teachers are able to meet students 'where they are at'.

Specialist Programs

Students studying in the Primary School benefit from the opportunity to participate in a range of specialist programs and specialist subjects including:

- Health and Physical Education
- Library
- LOTE (Chinese)
- Music
- Private Instrumental Music
- Science
- Visual Art

Social Emotional Learning (SEL)

The Primary School focus on a Christ centered Social Emotional Learning approach that is integrated into all areas of the Primary School learning. In addition to our daily devotional and weekly Bible lessons which help support students developing a personal relationship with God and the values that we should abide by as taught in the Bible, we have implemented for the past two years a program called FRIENDZY. FRIENDZY is an evidence based Biblical Social Emotional Learning program that helps our students develop social emotional capacities and feel and show empathy for others and maintaining positive Christ centred relationships. Some of the key catch phrases taught this year were 'I am known', 'Better Together', 'Stop the Gossip', 'I will respond instead of react' and 'I get to be me, you get to be you'.

Extra-Curricular Activities

We believe that each student has been blessed with God-given gifts and talents. Students are provided with an opportunity to participate in a broad range of extra-curricular activities including assemblies, Chapel services, House events, INSPIRE program initiatives, interschool sports, lunch time clubs and activities, and more. One of the highlights of the Primary School is the 'Life Experiences' program, which is a systematic introduction to the implementation of school camps. In 2022, our Year 1 students had a morning breakfast at school, Year 2 Students participated

in a school sleepover, Year 3 students went to Burnside camp in Anglesa for two nights, Year 4 students went to Mill Valley Ranch in Tynong North for two nights, and the Year 5 and 6 student had two, two night camp experiences - one at Sovereign Hill and the other at CYC in the City. 2023 will see the full implementation of the program seeing our Year 6 students go to Canberra for four nights.

Primary Student Representative Council

Within the Primary School, Ms Vaughn, together with Mr Gorfine, oversee the Primary Student Representative Council and Primary House Leaders. This leadership team is made up of students from Years 3 to 6. As has been in recent years, the focus of this team continues to be servant leadership. It is a joy to see our students learn to serve our College and the wider community, just as Jesus did. Leading the team as our Primary School Captain's this year were Levi Yanny and Atara Ramanathan. Although there were some restrictions that impacted the students ability to 'go out' into the community, they looked for creative ways to continue to be the hands and feet of Jesus. One of these was through continued partnership with Villa Maria Aged Care Residence, Bundoora Extended Care Centre and Goodstart Early Learning, Plenty Road. Students were involved in writing letters to residents and children. Primary Captains were also involved in ANZAC Day and Remembrance Day services at Watsonia RSL. Fundraising for Samaritan's Purse, Operation Christmas Child, Casino Christian School and Canteen were of major focus for the SRC throughout the year. For the first time ever, as a College we exceeded our goal of packing more than 200 shoe boxes for Operation Christmas Child. The College is so proud of the way the Primary Student Leaders have continued to creatively serve our Community in a variety of many different projects throughout the year, throughout the challenges of continued restrictions. All students have shown great commitment to working as an example of service and God's light to others.

Christopher Simmons
Director of Primary School Learning



Middle School

The Middle School years provide an opportunity for students to develop a wide range of transferable life skills as they navigate the early years of high school. During 2022, the focus areas for the Middle School continued to be the four R's of Rigour, Respect, Relationships, and Responsibility.

Overview

At Northside Christian College, we recognise the importance of the middle years of education as a stage in adolescent growth and development. The College aims to see our students engaged, resilient, and experience success, supporting them as they endeavour to thrive and grow into the young people God has designed them to be. Restorative practices are infused throughout based on forgiveness and the repairing of relationships.

The 2022 school year has been one of jubilant celebrations as we once again were able to return to a sense of normal being back on campus with the anticipation of a full year together. Behind us were lockdowns and remote learning and instead we could once again look forward to learning side-by-side in our classrooms, participating in events and attending camps and excursions. Staff also rejoiced in being able to support students in person and build those vital and cherished relationships and connections with the students as they explored the curriculum together. It has been wonderful to be able to celebrate and participate once again in athletic and sporting carnivals, House competitions, Book Week, Footy Colour Day, fundraising events, hot food days, school camps and excursions.

This year we have once again in our Middle School, brought together a team of enthusiastic and dedicated teachers who model and put into practice their faith in God. They are active life-long learners who have demonstrated a passionate understanding of this age group. The amazing and resilient team of Year 7-9 homeroom teachers have throughout the year encouraged the cohort of learners to be the best versions of themselves.

Our Middle School students are encouraged to be collaborative learners. Goal setting and reflection supports students as they become self-regulated learners. A balanced life and a positive sense of emotional wellbeing are also something we actively pursue. The Middle School students value the support provided by the Head of Student Wellbeing and the wellbeing team, Chaplain, Director of Inclusive Education, learning support staff and the exciting INSPIRE program. In 2022, we further developed the pastoral care program implemented last year with the introduction of the PeaceWise Youth Program. This school-wide approach

supports our students in developing better relationships, empathy and the understanding of themselves and those around them. The impact of this program for both students and staff has become embedded throughout the Middle School with such positive results evident in the language used to work through challenges in friendships and improved social interaction with others.

In the Middle School we endeavour to set firm and clear boundaries through our focus on the 4 R's: Rigour, Respect, Relationships, and Responsibility. The College's Core Values permeate throughout our relevant and challenging curricula as we create a solid foundation in preparation for the Senior Secondary phase of education. The Middle School provides the continuity between Primary and Senior Secondary. We consider it vital to build partnerships with our families as we embark on this journey together.

Students are encouraged in their learning journey to work to develop healthy growth mindsets, learning through trials and failures to persevere and try again, aiming to do their best in all aspects of their school experiences. In 2022, staff nominated students within the Middle School for fortnightly Principals awards based on the College's Core Values, providing an additional opportunity to celebrate the efforts of our students as they continued to grow, shine and flourish. Each term staff were also encouraged to identify and acknowledge those students who have sought to improve and demonstrate growth in the areas of the four 'R's' with 'PB' or Personal Best awards.

Curriculum

Northside Christian College implements the Australian Curriculum, which sets out the core knowledge, understanding, skills, and general capabilities for all Australian students. In Years 7 – 9, a broad curriculum base of academic disciplines is designed to build knowledge and delay narrowing of options for as long as possible. A variety of core subjects caters to a range of student needs and talents. The College embeds the seven General Capabilities and three Cross-Curriculum Priorities across the Middle School curriculum. Students are provided with regular opportunities to learn about Aboriginal and Torres Strait Islander histories and culture, Asia and Australia's engagement with Asia, and Sustainability.

The Years 7 – 9 curriculum contains a foundational range of subjects that each student undertakes as they prepare for success in education, work, and living a Christian life. Creativity is encouraged through specialist subjects in our Discovery

program such as Digital Technologies, Outdoor Education, Media, LOTE (Mandarin), Food Technology, Performing Arts, (Music, Dance), Graphic Design, Textiles, and Visual Arts. Outdoor and sporting activities are experienced through our whole school carnivals as well as through the weekly Physical Education classes and Sports programs including the interschool CSEN sports competitions.

Transition To Year 7 Program

The transition from Primary School to Middle School can be a challenging and overwhelming prospect for students. We are actively attempting to minimise negative attitudes towards this shift in environments by transitioning our students during the second half of Year 6.

Some of the strategies implemented at Northside Christian College to support student transition include:

- Year 7 Information evenings
- Orientation Program
- Standardised Testing day
- Year 7 Homegroup teacher visiting Year 6 classes in Semester 2 and attending the Year 5/6 camps and Year 6 graduation
- Middle School staff teaching some specialist upper Primary School classes
- Year 7/8 Camp early in Term 1
- Early Commencement at the start of the school year for all Year 7 students
- Year 7 Parent, Student and Teacher Mixer in Term 1
- Parent Student Teacher Interviews (PSTI) for new families at the College in early in Term 1
- Designated Learning spaces established to support Year 7 students

Learning Spaces

Northside is dedicated to always improving our 'places and spaces' enabling us to create the best learning environment for our students. In 2022, we continued to be blessed with a growth in student numbers and were double streamed at Years 7,8 and 9. Our new Middle School building, completed in late 2022, is a light, bright, dynamic, flexible learning environment. It was built to accommodate not only the growth in numbers but also the learning needs of our students. The new building has two levels with eight learning studios and four recording spaces that allow students and staff to create their own digital content for lessons and school events. The learning studios throughout the Middle School building include whiteboard tables, data projectors and electronic display boards,

flexible furniture configurations that support both group and individual learning as well as the needs of a varied and engaging curriculum. We have endeavoured to provide flexible learning spaces in the Middle School that provides opportunities for students to learn and grow in a safe, productive and flexible learning environment.

In 2022 our Year 7's made the transition from Primary to Middle School with a growing resilience as they adapted to new teachers, expectations and made new friends. They navigated routines, timetables, lockers and various changes with enthusiasm, as they learned to be more independent and responsible.

Our Year 8 students have shown a healthy balance of fun and hard work this year. They have enjoyed interactions with one another and found ways to take their learning to the next level. In many ways this has been their first year learning in a physical high school environment.

The Year 7 and 8 camp in Semester 1 was held at the Summit campsite in Trafalgar. It was an opportunity for our students to enjoy the activities and challenges of camp as they worked together, learned to look after themselves and to build interdependence. For our Year 7 students, camp provided the chance to get to know one another, build friendships and work alongside key staff at the College. The Year 8 students gained the opportunity to build on past experiences and to learn from a different perspective. The Year 8 students began to lookout for one another and to gain leadership experience as they encouraged and helped the younger students in the various group activities.

Year 9 Year Of Challenge

Year 9 at Northside is our students "Year of Challenge". We want our students to be deeply engaged with learning and motivated to explore, discover, and grow – academically, socially, physically, and spiritually. Learning experiences throughout the year are strengthened by their Challenge experiences. Year 9 students face the challenge of moving from childhood to young adulthood and dealing with their studies and their relationships in a more adult manner. We extend and support students throughout this time by engaging them in a series of challenges beyond the boundaries of the classroom. Throughout the year, the students take part in specially designed programs. These activities lead to growth in

self-esteem, new knowledge about themselves and their classmates, and greater confidence in their ability to deal with new and challenging experiences. The program also gives opportunities for achievement and leadership to students whose giftings are in areas outside of a conventional classroom. In 2022, with the return to campus but still some restrictions and safety considerations, it meant that some of our challenge program could not be experienced in the same way. With the support of our creative teaching teams, the modified programs were introduced so that enriched experiences were still embraced by our Year 9 students.

In 2022 the Year 9 students embraced their role of Middle School leaders, with many getting involved in the College's programs and opportunities to serve. Our Middle School captains, House Captains and SRC leaders faithfully served their school and endeavoured to set a positive example. Their enthusiasm to contribute to the community was appreciated. The Year of Challenge consisted of the Coastal and City experiences. The highlight of the City Challenge was their growing understanding of the homeless throughout Melbourne and discovering that even in small ways they can make a difference. The Coastal Challenge

was the perfect end to the school year as students prepared for the next stage in their education in Senior School.

Throughout the year, Middle School students experienced learning in many new ways, building on the skills and understandings previously gained. In our first full year back on campus and with a "normal" school experience in both academic as well as social experiences, our Northside Middle School students indeed continued to learn and grow, appreciating a better insight into who they are and what they can accomplish.

The school theme of 'Flourish' inspired the Middle School students and staff as we watched the transformation and growth of both our physical environment but also our relationships with one another. We have welcomed new families throughout the year and we now all look forward to 2023 with all the new adventures, experiences, friends and families we will count as a part of our Northside Christian College.

Jo Westland

Director of Middle School Learning



Senior School Overview and Outcomes

Northside Christian College is committed to offering a varied and flexible program for students so they can choose a program which suits individual needs and interests. The College offers a similar range of VCE subjects each year. A continuing advantage of the program offered at Northside Christian College are the small class sizes. Many classes operate with approximately 6 - 12 students. As we grow, our classes will continue to remain small in size to enable focused study and learning.

Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is a well-recognised and valuable acknowledgement of achievement for students. Successful completion provides students with an opportunity to seek access to tertiary institutions as well as providing information to employers about a student's ability to cope with a wide range of complex tasks, meet deadlines and apply knowledge and skills to various problems. Students at Northside Christian College can choose from a wide variety of VCE subjects.

Subjects offered in 2022 at the VCE level included:

- Biology (Units 1 – 4)
- Business Management (Units 1 & 2) Chemistry (Units 1 – 4)
- English (Units 1 – 4)
- Food Studies (Units 1 – 4)
- Health & Human Development – Units 1 - 4
- Legal Studies (Units 1 & 2)
- Foundation Mathematics (Unit 1 & 2)
- General Mathematics (Unit 1 & 2) Further Mathematics (Unit 3 & 4) Mathematical Methods (Units 1 – 4) Physics (Units 1 – 4)
- Psychology (Units 1 – 4)
- Studio Arts (Units 1 – 4)
- Visual Communication Design (Units 1 – 4)

Some students have also studied classes via the Virtual School Victoria (VSV), the Victorian School of Languages (VSL) and other language providers.

VCE (Baccalaureate)

The VCE (Baccalaureate) is an additional form of recognition for those students who choose to undertake the demands of studying both a higher

level mathematics and a language in their VCE program of study. To be eligible to receive the VCE (Baccalaureate), the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Unit 3–4 sequence in English or Literature or English Language with a study score of 30 or above; or a Unit 3–4 sequence in EAL with a study score of 33 or above;
- a Unit 3–4 sequence in either Mathematical Methods or Specialist Mathematics;
- a Unit 3–4 sequence in a VCE Language;
- at least two other Unit 3–4 sequences.

Upon satisfactory completion of the VCE (Baccalaureate) program of study, the student will receive an appellation on their VCE certificate. If a student has previously satisfied their VCE and received a VCE certificate, they will not automatically receive a subsequent VCE Baccalaureate certificate.

Vocational Education and Training (VET)

Students can choose to complete VET studies during Years 11 and 12. VET units may also count towards the student's Australian Tertiary Admissions Rank (ATAR). Northside Christian College belongs to the Northern Melbourne VET Cluster. Students may choose from a wide array of VET courses offered in one of 57 schools member schools from the State, Catholic and Independent education sectors.

VCAL

For students aiming to enter the workforce via an apprenticeship or study at TAFE, Northside Christian College offers VCAL as an appropriate pathway and an alternative to VCE. Students are enrolled in the certificate level (Intermediate or Senior) that suits their needs. The Vocational Certificate of Applied Learning (VCAL) is considered a "hands-on" alternative to the VCE. The VCAL program covers four core areas: literacy and numeracy skills, work-related skills, industry-specific skills and personal development skills.

Vocational Major

Throughout 2022, Northside Christian College prepared for the new senior secondary school certificates, which combines the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) from next year. From 2023, the new VCE Vocational Major and Victorian Pathways Certificate will replace VCAL. Northside currently offers the Intermediate and Senior VCAL certificates. The Vocational Major will replace Intermediate and Senior VCAL, preparing students to move into apprenticeships, traineeships, further education and training, non-ATAR university pathways, or straight into the workforce.

The Victorian Pathways Certificate will replace Foundation VCAL. Northside is registered to deliver the Foundation VCAL certificate and therefore is able to offer the Victorian Pathways Certificate.

A range of policies and handbooks were updated before delivering the new certificate next year. During 2022, the College has updated the VCE Student Policy Handbook and the Subject Selection Handbook in preparation for 2023 and the implementation of the new certificates.

Senior School Improvement Strategies

Northside Christian College has implemented a range of strategies in 2022 to assist the College in strengthening the Senior School program for our College community. A range of tasks have been carried out, including the following:

- Updating the VCE Student Policy Handbook;
- Updating the VCE Staff Policy Handbook;
- Updating the Subject Selection Handbook;
- Continued implementation of the mentoring program for all Year 11 & 12 students;
- Continued implementation of the Academic Integrity and Plagiarism Policy;
- Implementation of a School Performance Data Policy;
- Professional learning around the use of VASS data;
- Communication of the College's SAC Calendar;
- Communication of a Senior School e-newsletter;
- Benchmarking of the Careers Development program at the College;
- Implementation of the Continuous Online Reporting Program (CORP);

- Development of Individual Learning Plans for gifted and talented students;
- Continued implementation of a standardised VCE Student Course Outline document;
- Staff training in preparation for the Vocational Major;
- Implementation of flipped learning pedagogy.

Published Post Year 12 Destination Information for 2022 Students

Each year the information provided by the Victorian Curriculum and Assessment Authority (VCAA) for individual schools is published in May. The published data relates to senior secondary outcomes, including the percentage of Year 12 students undertaking vocational training in a trade, and attaining a Year 12 certificate or equivalent vocational education and training qualification, and post-school destinations. Northside Christian College's data is listed below.

In Education and Training

Tertiary Study	77.8%
TAFE	0%
Apprenticeship / Training	11.1%
Deferred Tertiary Study	0%

Not in Education and Training

Employment	11.1%
Unknown	0%

2022 Senior Secondary Outcomes

VCE Median Study Score	31
Percentage of satisfactory VCE completions in 2022	100%
Number of students awarded the VCE (Baccalaureate)	0
Number of students enrolled in at least one VCE unit at level 3/4 in 2022	30
Percentage of study scores of 40 and over	4.1%
Number of students enrolled in VCAL in 2022	11
Number of VET certificates with 2022 enrolments	30



Lenna Waters
Director of Senior School Learning

Careers Development

"Empowering informed career decisions in a changing world"

Identifying and working toward career goals is an important aspect of growth during the Secondary School years. Students begin to identify their strengths and broaden their thoughts about what they could be and could do after graduation. These goals may include working, volunteering or continuing the educational journey through university or TAFE courses. To this end, we seek to provide prayerful support to our Secondary School students as they begin this journey and encourage them to make careful decisions about their future pathways based on their capabilities and strengths.

Aims of Careers Services at Northside Christian College

The overall objective of the Careers Service of Northside Christian College is to provide an inclusive and accessible service in which young people are enabled to

- Make informed career and study decisions based on a realistic understanding of personal gifting and contextual life story;
- Gain an understanding of the enterprise skills required for the 21st Century world of work;
- Connect with current print and community resources (including data and web-based resources) that will facilitate informed decisions about career pathways,
- Develop skill sets that will enable resilience and confident future career management in a continuously changing labour market, and
- Engage in meaningful and purposeful mission in the world (both global and local) through volunteer and/or career opportunities which integrate the Core Values of the school: grace, community and service.

Students are introduced to career concepts in Years 7 and 8 as they explore who they are and identify their personal skills and abilities. The Morrisby Test for Careers is undertaken in Year 9 to further identify capabilities and aptitudes that are foundational to various careers. Results of the test are then discussed with the Careers Practitioner in a face-to-face appointment with individual student and parents. This information is used as the basis of discussion of future career plans and how the College can support through subject selection in the Senior Years. Individualised counselling is conducted yearly throughout the Senior School years to ensure that students are prepared to move

into the next phase of the journey after graduation.

Classroom and small group instruction through Years 7 and 8 the Year 9 and 10 Work Studies classes will assist students to identify personal goals and the resources needed to move forward in career development. Guest speakers from a variety of industries are brought in to discuss their personal pathway journeys and the lessons that they learned along the way. Students are introduced to industries and careers through apprenticeships as well as university degrees.

Differentiated services are needed for a number of students; therefore, a collection of resources targeting various groups is available to meet differing student needs. Community involvement is also encouraged through both on and off-site involvement with local universities and TAFE providers, local businesses through work experience opportunities, and involvement in activities provided through the Local Learning and Employment Networks (LLEN) support – such as the local careers expo. Parents are encouraged to contact the Careers Office at any time for appointments and targeted sessions.

Work Experience Program

Year 10 is an important year for decision making and includes much preparation for the students' Senior School phase of learning. This includes completing a Work Studies course, attending Career Expos and participating in a range of training programs. In addition to this, students in Year 10 will participate in a compulsory Work Experience Program during Semester 1 to enable the students to experience the world of work and to assist them in with their career decision making. This provides an opportunity to observe a workplace pathway they are interested in. Students may choose to trial the work environment that they may be considering studying at university e.g. Physiotherapy or Education or trial a Vocational Education pathway e.g. Hairdressing or Hospitality.

In preparation for work experience, students carry out a range of vocational tests, are provided with tips on applying for positions and complete their Safe@Work Occupational Health and Safety certificates. In addition, students are provided with information about writing resumés and covering letters and are assisted to write their own resumé. Many students find their Work Experience a valuable tool in making decisions about their future career pathway.

Student Progress and Achievements

Student Performance

Northside Christian College uses a variety of assessment strategies to guide curriculum development, teaching and learning at the College. These include teacher observation, projects, presentations, formative and summative assessment and a variety of standardised tests. The College also participates in the National Assessment Program – Literacy and Numeracy (NAPLAN).

The combination of all of this data is used to determine individual learning needs. Information on student progress is communicated on a regular basis and opportunities exist for external assessment results to be discussed with parents on an individual basis annually.

My School

The My School website enables parents and other interested parties to search the profiles of schools throughout Australia. My School is an Australian Curriculum, Assessment and Reporting Authority (ACARA) information service. ACARA is an independent authority with functions including the publishing of nationally comparable data on all Australian schools.

The performance of schools on NAPLAN tests is greatly affected by a range of student intake and school location characteristics. When comparing schools, it is important to compare like with like. The My School website allows and encourages comparisons with schools that are statistically similar in terms of a range of factors known to

affect test performance. Parents may access the College's profile by going to www.myschool.edu.au.

NAPLAN Comparisons

NAPLAN test results are a point-of-time view of the literacy and numeracy skills of individual students. NAPLAN data is used as a piece of information in conjunction with a wide variety of other data in order to develop an education program that best addresses the needs of each student at Northside Christian College.

A number of the year levels at Northside Christian College are small. Using this data to compare Northside Christian College with schools with larger cohorts raises some validity questions. A smaller than normal cohort means that the percentage results are affected significantly by the result of one student.

A change in the population of a cohort of students will radically affect any tracking of progress over time. It is important to keep this in mind particularly when tracking the results from Year 5 into Year 7 over a two-year period.

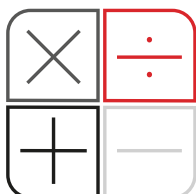
Standards

For NAPLAN results, a "National Minimum Standard" is defined and located on the assessment scale for each year level. Band 2 is the minimum standard for Year 3, Band 4 is the minimum standard for Year 5, Band 5 is the minimum standard for Year 7 and Band 6 is the minimum standard for Year 9. These standards represent increasingly challenging skills and require increasingly higher scores on the NAPLAN scale.



National Assessment Program

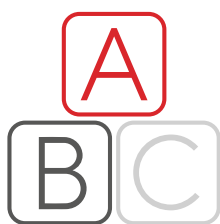
The table below indicates the performance of Northside Christian College students against the National Minimum Standards for Literacy and Numeracy. It also indicates the percentage of students in Years 3, 5, 7 and 9 who have reached or exceeded the National Minimum Standards. The College supports students who have not reached the National Minimum Standards. Students who are below the mean, but not below the Minimum Standards, are also offered extra support.



Numeracy	2019	2020	2021	2022
Year 3	100%	N/A	94%	100%
Year 5	100%	N/A	100%	100%
Year 7	97%	N/A	100%	93%
Year 9	100%	N/A	96%	97%



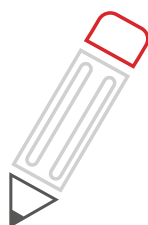
Reading	2019	2020	2021	2022
Year 3	100%	N/A	93%	100%
Year 5	100%	N/A	100%	100%
Year 7	97%	N/A	100%	96%
Year 9	100%	N/A	96%	92%



Spelling	2019	2020	2021	2022
Year 3	100%	N/A	100%	100%
Year 5	100%	N/A	97%	100%
Year 7	97%	N/A	100%	96%
Year 9	95%	N/A	96%	97%



Grammar & Punctuation	2019	2020	2021	2022
Year 3	97%	N/A	98%	100%
Year 5	96%	N/A	100%	100%
Year 7	94%	N/A	95%	98%
Year 9	100%	N/A	96%	91%



Writing	2019	2020	2021	2022
Year 3	100%	N/A	100%	100%
Year 5	100%	N/A	100%	97%
Year 7	91%	N/A	100%	100%
Year 9	92%	N/A	89%	97%

Note: Please note that the Education Ministers made the decision to cancel NAPLAN in 2020 due to the ongoing COVID-19 pandemic.

Inclusive Education

Rationale

At Northside Christian College, we are committed to assisting all students in accessing and participating in the learning program at the College. Inclusive education aims to provide an educational program that values and supports the needs of all students, to develop and assist them to succeed within an inclusive school culture.

Northside Christian College recognises the importance of improving the learning outcomes of all students by acknowledging their diverse needs and catering for these as appropriate. A key element of this commitment is an emphasis on improving learning outcomes for students with additional learning needs, learners with disability, as well as recognising the strengths, gifts and talents of learners.

Effective schools recognise and respond to diverse student needs, expect that every student has the ability to learn, and endeavour to ensure that every learner is successful. The College is committed to delivering inclusive education that ensures all students have access to quality education to meet their diverse needs and support their learning so that they can participate in all aspects of school through reasonable adjustments. This requires a consistent understanding and application of inclusive practices throughout the College.

Individual Learning Needs Profiles

The Individual Learning Needs Profiles are developed by the College in consultation with students and/or parents and carers. The profiles highlight areas of strength and interest and document a range of strategies to support students with their learning and wellbeing. The student profiles assist the process of identifying the specific needs of students who may require adjustments to their learning program and help school staff meet their responsibilities under the Disability Standards for Education 2005 (the Standards). The College is committed to providing an inclusive learning environment that addresses barriers that impact students' ability to access and participate in the learning program at the College. A collaborative process with members of the Student Support Group, which can include the student, parent/carers, and other professionals as appropriate, is the best approach to developing a profile.

Individual Learning Plan

An Individual Learning Plan (ILP) is a working document, designed by teachers in collaboration with stakeholders, that informs the planning, delivery and evaluation of an educational program. The College welcomes the opportunity to consult and collaborate with parents, psychologists, speech therapists and other health care professionals to assist students in accessing and participating in the education programs at the College. The ILPs are prepared for students with disabilities and other identified learning/behavioural needs, as well as those who are deemed at risk. The ILP outlines both short and/or long term educational goals for a student and the actions, strategies, adjustments and adaptations that will be taken to achieve them. An ILP is a flexible living document that is reviewed and modified over time. Appropriate successful strategies will also be documented in the ILPs.

Student Support Groups

Staff at Northside Christian College work with families to ensure that effective planning occurs for all students with additional needs, particularly for students with disabilities. A Student Support Group (SSG) provides an opportunity to exchange information concerning the student and their learning process. An SSG is an effective approach to planning and evaluating a student's program, particularly for students who require ongoing monitoring and support, including a student with a disability. The SSG ensures that parents and teachers and members of the Learning Support Team work together to establish learning goals for the educational future of the student. The College recognises the importance of consulting with students and parents when developing strategies and adjustments to support students at the College.

Special Provision

The College also supports students through the provisions of Special Provision as outlined by Victorian Curriculum and Assessment Authority (VCAA) in their Special Provision Policy and the VCE and VCAL Administrative Handbook. The underlying principle of the VCAA Special Provision policy is to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by disability,

illness, impairment or other circumstances. Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement. The College supports students by ensuring appropriate provisions are documented and implemented to support their learning. The College supports students in completing applications for special examination arrangements and emergency special examination arrangements.

In-Class / Small Group Support Programs

Students with identified literacy, numeracy, social, behavioural or confidence needs may receive additional in-class or small group support from the Learning Support Assistants (LSAs). Students may receive this support due to developmental needs or as a recommendation from a person with relevant qualifications such as a psychologist, occupational therapist or speech pathologist. The College acknowledges that intervention programs can be provided while maintaining an inclusive learning environment.

Learning Support

The College has hired Learning Support Assistants (LSAs) who work with students and staff across all year levels at Northside Christian College. The LSAs work closely with key staff and with classroom teachers in implementing relevant individual education programs or intervention programs with a focus on maintaining an inclusive learning environment for all students. The LSAs will work with students individually, in the classrooms, or in small groups. Expected learning outcomes include an improvement in student academic performance and self-confidence in literacy and numeracy. Outcomes are monitored closely by the Directors of Learning.

Nationally Consistent Collection of Data on School Students with Disability

Under the Disability Discrimination Act 1992 (DDA) and the Disability Standards for Education, Australian students with a disability must be able to access and participate in education on the same basis as their peers. To ensure this, students with disability may receive adjustments to access education, based on the professional judgement

of teachers, in consultation with the student and/or their parents or carers.

The Nationally Consistent Collection of Data on School Students with Disability (NCCD) provides Australian schools, parents and carers, education authorities and the community with information about the number of students with disability in schools and the adjustments they receive. The Australian Education Regulation 2013 requires all schools to report the data collected for the NCCD to the Australian Government on an annual basis.

The NCCD collects data about school students with disability and receives adjustments across Australia in a consistent, reliable and systematic way. It enables schools, education authorities and governments to better understand the needs of students with disability and how they can be best supported at school.

From 2018, the student with disability loading provided by the Australian Government is based on the NCCD; schools will continue to manage their total resources to meet the learning needs of their students.

Source: Education Services Australia. (2020). What is the NCCD? Retrieved from <https://www.nccd.edu.au/>

State Support Services Funding

Independent Schools Victoria (ISV) administers the Victorian Government's State Support Services program which provides limited funding for specialised services to support students with demonstrated needs. Member Schools can apply to ISV for funding so they can engage specialists to provide visiting teacher services for physically disabled/health impaired students, hearing impaired students, vision impaired students, and speech pathologists to provide speech therapy sessions.

Serene Eng
Director of Inclusive Education



Student Support

Northside Christian College implements a number of strategies to ensure students reach their individual learning goals. The staff at Northside Christian College are committed to discovering and providing the best learning conditions for all students with extra needs in an environment that promotes intellectual, social, emotional, physical and, most importantly, spiritual wellbeing.

Monitoring Literacy and Numeracy Progress

Student progress and growth is monitored and documented throughout the school year. Pre-testing and post-testing are used in classrooms throughout the College. The College has also implemented a standardised testing program throughout the Primary and Secondary School. This data allows the College to more accurately identify students who are at risk in different aspects of literacy and numeracy. This data is used in conjunction with classroom assessment data, NAPLAN data and other evidence.

Parent-Student-Teacher Interview Evenings

Parent-Student-Teacher Interview (PSTI) evenings are conducted twice a year. These evenings present opportunities for parents and carers to share information about their children and discuss goals for the semester ahead. Students are invited to participate in the interviews and reflect on goals for the semester ahead.

Entrance Testing

Entrance testing in literacy, numeracy and comprehension is completed for all new students in Years 2 – 11. In our continued efforts to refine and improve the effectiveness of our educational processes, each student at Northside participates in one morning of annual testing to gather up to date academic data. This data gives us the capacity to clearly identify areas of strength and areas in need of improvement in each child's learning profile. This in turn leads to more effectively targeted teaching and learning experiences resulting in better outcomes for all students at Northside Christian College. Academic

testing is conducted by Academic Assessment Services.

Parent Involvement in Their Child's Education

The College welcomes and encourages parent involvement in their child's education. Parent-Student-Teacher interview days are very well attended, as are subject selection and parent information evenings. Many parents keep in contact with teachers through the email system, SEQTA, and by telephone. Home Group teachers liaise with parents if there are issues of concern and welcome contact from home.

Continuous Online Reporting (CORP)

The College conducted a successful trial of a Continuous Online Reporting Program (CORP) in the Secondary School in 2016 and CORP was introduced for all subjects in the Secondary School in 2017. A trial took place in the Primary School in 2018. The College now implements CORP across the College.

CORP increases awareness of individual learning needs, provides quality and timely information to parents and guardians, and improves classroom and administrative efficiency.

The concept of continuous online reporting is supported by research in the area of assessment, reporting and student learning. It draws on the meta-analyses of Professor John Hattie from the University of Auckland, which found that "informative feedback" had one of the most significant impacts on student learning.

Students at Northside Christian College receive feedback through discussing strengths and areas that need improvement. Continuous online reporting also makes feedback available to parents in a secure online environment. Parents can view results for assessments without waiting until the end of the semester. The online assessment information is not designed to replace semester reports, but rather to complement them by providing timely and ongoing information for parents and guardians.

INSPIRE Program

General Program Information Rationale and Purpose

Northside Christian College seeks to see each child developed holistically to reach their full God-given potential and to live out 'the wonder of learning'. The INSPIRE program seeks to help students, their teachers and their families to understand themselves as learners and to strategically develop their gifts into talented outcomes in order to make a unique, service- oriented contribution to their world: "releasing potential to transform our world".



Definitions

Gagne's definitions of giftedness and talent are the foundation for understanding our target student population:

- Gifted: potential distinctively above average in one or more of the domains of human ability such as intellectual, creative, social and physical.
- Talented: skills distinctly above average in one or more areas of human ability.

Giftedness can emerge over time and can also be masked by twice exceptionality and other factors, and underachievement is common amongst gifted individuals.

Identification – Criteria for Inclusion

Identification of highly able students combines data collected through both standardised testing and characteristics checklists: achievement and ability testing (Academic Assessment Services); intellectual, social and emotional characteristics of highly able students (Caroline Merrick, Michael Sayler for Teachers, Brilliant Behaviours (Lannie Kanevsky)) as identified by teachers and parents,

recognising gifted underachievers as a potentially significant part of the student population:

- Specialist intervention – ILPs: students requiring modification of the curriculum and of assessment and reporting, or student identified through teacher observation and checklists as requiring targeted goals in a certain area (academic, social/emotional)
- Specialist intervention - withdrawal classes (INSPIRE STEAM + Global Citizenship): students achieving in the top 10% of their cohort in any subject area, or identified through teacher observation and checklists
- Inquiry competitions, student leadership development, enrichment opportunities: self-selection, based on student interest and task commitment + teacher recommendation + parental suggestion
- Mentoring: available to all students

Outcomes

What we seek to develop in our students as we journey with them:

- Life-long learners who never stop exploring the wonder of learning
- Critical and creative thinkers who can solve problems
- Self-actualised individuals
- Servant-hearted leaders: using gifts to serve and give back to our communities
- Wisdom and humility
- Resilience and growth: grit, growth mindset

Key Theorists

- Francoys Gagne: Differentiated Model for Giftedness and Talent
- June Maker: Model for Differentiation
- Joseph Renzulli: Schoolwide Enrichment Model, Three Ring Model
- Linda Silverman: Characteristics of Giftedness
- Robert Sternberg: Active Concerned Citizenship and Ethical Leadership Model, Triarchic Model

Stakeholders – Provisions and Relationships

Students

Development of the highly able individual (based on Gagne's DMGT)

The following was available in 2022:

INSPIRE Program continued...



1. Specialist Intervention:

- Specialist withdrawal classes (Mathematics (Semester 1) and STEAM (Semester 2); Global Citizenship (Semesters 1 and 2): There was an average of 22% of each year level nominated to participate in these classes, with a range of percentages between 12% and 36% across the year levels (Prep-Year 9). These percentages are similar to 2021, where we offered 3 very distinct classes, which only a handful of students attended all of. There was a greater diversity of students invited to participate in 2022. There were some STEAM classes offered in Semester 2; Mathematics competition preparation classes offered in Semester 1; and Global Citizenship were offered all year.

2. Mentoring:

- Competition-specific mentoring for inquiry competitions - Maths Talent Quest and Science Talent Search: In 2022, 18 students entered the STS and 15 the MTQ. They were mentored either individually or in groups by Mrs Serene Eng, and much of the work was

done by students at home or after finishing required work in class.

- Staff/student mentoring for each VCE/VCAL student: All students in Year 11 and 12
- (except a handful who chose to opt out) were mentored throughout the year by VCE/VCAL teachers and a variety of other staff members across a variety of roles and sections of the College.
- Select Year 10 students were mentored by Mrs Susan Varghese while completing passion projects.

3. Enrichment Opportunities:

- Global thinking:
 - Withdrawal Classes covering leadership, problem solving global issues and debating.
- STEAM workshops and activities
 - Young Engineers Lego Club: Offered as an after-school club in Term 3 and 4.
 - Incursion with Supreme Incursions with a focus on collaboration, initiative and problem solving. 58 students attended from Prep – Year 9.

4. Student Leadership Development:

- Passion Projects: Founder Times, a student-led committee, met regularly throughout the year, to publish the third edition on the 2022 theme 'FLOURISHING'.
- Senior student leadership development and training.

5. 21st Century Skills Development Competitions:

- Inquiry competitions:
 - Maths Talent Quest: 15 entries, 15 students, 1 National Award, 4 High Distinctions, 9 Distinctions.
 - Science Talent Search: 16 entries, 18 students, 3 Major Bursaries, 4 Minor Bursaries, 5 Distinctions, 3 Merits, 1 Participation.
- STEAM Competitions:
 - Australian Mathematics Competition (AMC): 24 students from Year 3-9 participated in the online competition. 1 Prize, 1 High Distinction, 14 Distinction, 8 Credit.
 - BEBRAS: 35 students from Years 3-9 participated in the online competition: 3 High Distinction, 11 Distinction, 25 Merit.
 - Computational and Algorithmic Thinking Challenge (CAT): 15 students from Year 4-8. 1 High Distinction, 3 Distinction, 5 Credit.
 - ICAS: Year 2-9 signed up to participate in ICAS this year.
 - Mathematics: 47 students; 3 High Distinction, 4 Distinction, 15 Credit, 5 Merit and 20 Participation.
 - English: 41 Students: 3 High Distinction, 5 Distinction, 8 Credit, and 25 Participation
 - Spelling: 28 Students: 1 Distinction, 10 Credit, 3 Merit, and 14 Participation.

- Science: 31 Students: 1 National Award, 1 High Distinction, 6 Distinction, 6 Credit, 2 Merit, and 16 Participation.
- Writing: 16 Students: 2 Distinction, 7 Credit, 1 Merit and 6 Participation.
- Digital Technology: 24 Students: 2 High Distinction, 3 Distinction, 6 Credit, and 13 Participation.

Staff:

Professional development and support

- Consultation: students on ILPs, withdrawal classes, differentiation and enrichment strategies within mixed ability classrooms (Maker Model: content, process, product, environment), classroom observation and learning support
- Collaboration: Student Wellbeing department and external health care providers
- Professional learning: delivery of professional learning for staff, reading recommendations, external professional learning and development opportunities

Parents:

Positive home-school partnerships

- Consultation: student support group meetings, ILPs
- Open door philosophy: collaboration and consultation with stakeholders, including parents and external care providers

Community:

Networking and serving

- Student-led service initiatives (Senior student leadership)
- Student voice through VAGTC AGM: "Stories of the Gifted" – Q&A with the students.

Anthea Field
Talent Development Coordinator





Child Safety

The Child Safe Standards aim to drive cultural change in organisations that provide services for children so that protecting children from abuse is embedded in everyday thinking and practice.

Guiding Principles at Northside Christian College

The College's commitment to student safety and wellbeing is based on the following overarching principles that guide the development and regular review of strategies, practices, policies and procedures to uphold our commitment to protect students from all forms of harm:

- The best interests of the child are paramount.
- The College has zero tolerance for child abuse;
- Child protection is a shared responsibility - student safety is everyone's responsibility.
- All children have a right to feel safe and be safe at school, and have equal rights to protection from abuse.
- The College will consider the opinions of students and use their opinions to develop child protection policies and procedures.
- The views of students and a student's privacy must be respected.
- Families can participate in decisions affecting their child and they, and the College community, are engaged and informed about the College's approach to student safety and wellbeing.

- Clear expectations for appropriate behaviour by staff with students must be established, including in the Child Safety Code of Conduct.
- Student safety awareness is embodied, promoted and openly discussed within our College community.
- The College will take into account the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, and make reasonable efforts to accommodate these matters.
- The College is committed to the cultural safety of Aboriginal children, and those from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for students living with a disability.
- Staff have regard to a student's diverse circumstances and needs, so that they can provide support and respond to those who are vulnerable and to ensure equity is upheld in policy and practice.

Ensuring the safety and wellbeing of students in relation to visitors to the School, including third parties contracted to provide services either directly or indirectly to or for students.

A Child Safe School

Victoria introduced compulsory minimum standards that apply to organisations that provide services for children to help protect them from all forms of abuse. The Child Safe Standards form part of the Victorian Government's response to the Betrayal of Trust Inquiry. All Schools had to be compliant from the 1st August 2016. These standards remained in place until the 1st July 2022.

In complying with the Child Safe Standards, an entity to which the standards apply must include the following principles as part of each standard:

- Promoting the cultural safety of Aboriginal children;
- Promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds;
- Promoting the safety of children with a disability.

To create and maintain a child safe organisation, an entity to which the standards apply must have:

Child Safe Standard 1 – Strategies to embed an organisational culture of child safety, including through effective leadership arrangements;

Child Safe Standard 2 – A child safe policy or statement of commitment to child safety;

Child Safe Standard 3 – A code of conduct that establishes clear expectations for appropriate behaviour with children;

Child Safe Standard 4 – Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel;

Child Safe Standard 5 – Processes for responding to and reporting suspected child abuse;

Child Safe Standard 6 – Strategies to identify and reduce or remove risks of child abuse;

Child Safe Standard 7 – Strategies to promote the participation and empowerment of children.

All staff, volunteers and contractors have to be made aware of these standards, to show they understand them, and to comply with them.

Northside Christian College staff and Committee of Management have been trained and are familiar with the new Child Safe Standards.



New Child Safe Standards

The Commission for Children and Young People have promoted that the new Child Safe Standards are being introduced to better protect children and young people from abuse.

The new Child Safe Standards commenced in Victoria on the 1st July 2022.

The eleven new Standards replaced Victoria's pre-existing seven standards and principles.

Key changes include new requirements:

- to involve families and communities in organisations' efforts to keep children and young people safe
- for a greater focus on safety for Aboriginal children and young people
- to manage the risk of child abuse in online environments
- for greater clarity on the governance, systems and processes to keep children and young people safe.

The new Standards set out minimum requirements and outline the actions organisations must take to keep children and young people safe. They provide more clarity for organisations and are more consistent with Standards in the rest of Australia.

Child Safe Standard 1 – Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued

Child Safe Standard 2 – Child safety and wellbeing is embedded in organisational leadership, governance and culture

Child Safe Standard 3 – Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

Child Safe Standard 4 – Families and communities are informed, and involved in promoting child safety and wellbeing

Child Safe Standard 5 – Equity is upheld and diverse needs respected in policy and practice

Child Safe Standard 6 – People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

Child Safe Standard 7 – Processes for complaints and concerns are child focused

Child Safe Standard 8 – Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training

Child Safe Standard 9 – Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

Child Safe Standard 10 – Implementation of the Child Safe Standards is regularly reviewed and improved

Child Safe Standard 11 – Policies and procedures document how the organisation is safe for children and young people



Child Safety Resources

Child Safe Strategy Document

Northside Christian College has strengthened the safety of our operations as a result of the implementation of the Child Safe Standards at the College. A key objective for Northside Christian College is to embed child safety practices into our culture. The work that is involved in building a child safe organisation is never completed. It is a dynamic, multifaceted and ongoing developmental process of learning, monitoring and reviewing. Maintaining a child safe organisation is not a one-off task. It must become part of our College's ongoing processes and be embedded into our culture. The College Community's feedback and support with developing a child safe culture is greatly valued. A copy of the College's Child Safe Strategy Document is available on the College website on the Child Safety page.

Child Safety Policy

The Northside Christian College Committee of Management has approved the Child Safety Policy, Code of Conduct and Procedures (Policy No. 1). The Child Safety Policy is a comprehensive and overarching document that provides an overview of the key elements of Northside Christian College's approach to creating a child safe organisation. This

document is available at the College Office and on the College website.

Child Safety Code of Conduct

Staff, directors, volunteers and contractors at the College are required to abide by the College's Child Safety Code of Conduct. The purpose of this Code is to promote child safety within all College Environments. This document is available at the College Office and on the College website.

Procedures For Responding To And Reporting Allegations Of Suspected Child Abuse

Northside Christian College has a clear procedure for responding to allegations of suspected child abuse in accordance with Ministerial Order No. 870, and now Ministerial Order No. 1359, and other legal obligations. Please use the template document of the Child Safety page on the College website to document any incident, disclosure or suspicion that a child has been, or is at risk of, being abused.

The College has published a wide range of resources on the College website at the following address: <http://www.ncc.vic.edu.au/child-safety>



Child Safety Roles and Responsibilities

Committee of Management

The Committee of Management of Northside Christian College has ultimate responsibility for the detection and prevention of child abuse and is responsible for ensuring that appropriate and effective internal control systems are in place. The Committee of Management is also responsible for ensuring that appropriate policies and procedures and a Child Safety Code of Conduct are in place.



Child Safety Officer

Northside Christian College appointed Mrs Heather Cootee as the College's Child Safety Officer. The primary purpose of the position is to manage the implementation of the Child Safety Policy (Policy No. 1), especially in relation to training and educating staff and students and to manage any incidents of reporting to ensure Northside Christian College is compliant with all legislation around such reporting.

The Child Safety Officer is a contact person for children, young people, parents, employees and volunteers to seek advice and support regarding the safety and wellbeing of children and young people within our College. The role requires the officer to take action when child protection concerns are reported, including the provision of support to those within the community who have been affected, with an understanding and respect for cultural diversity.



Child Protection Workers

During 2022, the College's Child Protection Workers were Mrs Heather Cootee, Head of Student Wellbeing, and Mr Jared Stocks, College Chaplain. The Child Protection Workers have the specific responsibility for responding to any complaints made by staff, volunteers, parents or students in relation to Child Safety. The Child Protection Workers at Northside Christian College will always work concurrently with the Principal and other College Leaders.

Principal

The Principal is responsible for:

- Dealing with and investigating reports of child abuse;
- Ensuring that all staff, contractors, and volunteers are aware of relevant laws, College policies and procedures, and the College's Child Safety Code of Conduct;
- Ensuring that all adults within the Northside Christian College community are aware of their obligation to report suspected sexual abuse of a child in accordance with these policies and procedures;
- Ensuring that all staff, contractors and volunteers are aware of their obligation to observe the Code of Conduct (particularly as it relates to child safety);
- Providing support for staff, contractors and volunteers in undertaking their child protection responsibilities.

Directors of Learning

All Directors of Learning must ensure that they:

- Promote child safety at all times;
- Assess the risk of child abuse within their area of control and eradicate / minimise any risk to the extent possible;
- Educate employees about the prevention and detection of child abuse; and
- Facilitate the reporting of any inappropriate behaviour or suspected abusive activity.

Staff / Volunteers / Contractors

All staff / volunteers / contractors share in the responsibility for the prevention and detection of child abuse, and must:

- Familiarise themselves with the relevant laws, the Code of Conduct, Northside Christian College's policy and procedures in relation to child protection, and comply with all requirements;
- Report any reasonable belief that a child's safety is at risk to the relevant authorities (such as the Police and / or the State-based child protection service) and fulfill their obligations as mandatory reporters;
- Report any suspicion that a child's safety may be at risk to their supervisor (or, if their supervisor is involved in the suspicion, to a responsible person at the College); and
- Provide an environment that is supportive of all children's emotional and physical safety.

Student Wellbeing and Pastoral Care

The Bible tells us that those who are planted in the house of the Lord shall flourish in the courts of our God. They shall still bear fruit in old age; they shall be fresh and flourishing. Psalm 92:13-14.

Because God is in control, it was no coincidence that the painted words on the Wellbeing office window this year were, 'Blossom where you are Planted.' The Wellbeing team unknowingly had the College's 2022 focus in mind also. We believe that where we flourish is not dependent on circumstances, but rather on where one is planted. The Wellbeing department continues to outwork the Christian virtues and College Core Values of Faith, Love and Hope, steering our students' faces towards Christ or into deeper relationship with Him. Our hope is that our students know that as a Child of God, planted in the house of the Lord with God as their source, they can flourish, wherever God plants them.

In 2022 the Wellbeing and Chaplaincy team has continued its commitment to enhance Wellbeing at Northside Christian College, believing wellbeing is foundational to growth and success. Students continued to confidently seek wellbeing support having the entire year onsite. Students have once again been able to access a nurturing, non-judgmental environment in which they can safely discover their strengths, challenges and be equipped with strategies to be empowered to develop emotionally and therefore become more resilient.

The Wellbeing team addressed the needs of our students through targeted programs, counselling support and Pastoral Care. The Biblically founded Social and Emotional Primary Program, Friendzy, continued to be delivered. It is aimed at enhancing relationships from a Christian worldview which was particularly invaluable as students were faced with the challenge of having to do College life with others in a classroom and school yard again.

The Years 7-10 continued with the You Can Do It program to enhance engagement and general life success. To complement this, the College introduced PeaceWise into the Year 7-10 curriculum whose focus is to equip our students to resolve conflict and restore relationships with each other from a Christian perspective, eventually without assistance. The 'language' of this program has been rolled out across the College and the

strategies are used extensively within the wellbeing area.

As anticipated, the Social and Emotional Learning Program of Lego Therapy began. Mr Jared Stocks and Mrs Heather Cootee conducted 6 groups across the Primary School, with much fun and success. This program allowed our students to practice strategies in a safe, non-judgmental environment, to address areas such as emotional regulation, communication skills and problem solving, while taking on specific roles, using Lego. One of the common themes discovered was that often our friends are 'not wrong, just different.'

Youth With A Mission once again visited Northside. Fortunately, they were able to deliver full Reflective Day workshops to our Year 7-10 students. These sessions addressed Passion, Perseverance and Purpose for the Years 7 / 9's and the Years 8 / 10's focus was on Goals and Values. School Revival delivered workshops across Years 5 to 9 which complemented the culture of PeaceWise, reiterating that our Words are Powerful across all mediums and We are a Community so we should be respectful of each other and endeavour to make peace where needed.

The PlanetBoom lunchtime mentoring program continued to have their volunteers come alongside our students each Friday, to provide another voice and layer of support. Toolbox Education delivered preventative mental health strategies and emotional regulation tips to equip our Year 5 – 9 students to recognise the power of thoughts, their impact on our wellbeing and how to challenge them.

Space invaders for 31 of our lower Primary School students continued to support students to be a good friend while learning about personal space. The Care Team once again provided Fruit and Vegetable Hampers to families who had experienced a crisis across the year. These have been funded by generous staff donations. This initiative has also allowed for an opportunity to build greater rapport and connection with the College community this year.

The Wellbeing team continued to share the load, attending school camps and mentoring. Across most of 2022, the Wellbeing team made themselves available for students during allocated recess and lunchtimes for Murmuring Mondays and Whispering Wednesdays. Students were able

Student Wellbeing and Pastoral Care continued...

to participate in quiet reading or activities. Cyber Safety was delivered by our local Police to our Year 5 – 9 students in Term 4 to better equip our students regarding the legalities and potential pitfalls of online use.

The relationship with our on-site educational psychologist continued. College students engaged this service upon referral to promote independence through self-awareness and self-care. Northside has a multi-disciplinary team who provided many hours of counselling and Pastoral care. The Head of Wellbeing liaised with many families and external support services to provide ongoing confidential Case Management support for families as required. Staff continued to be supported by Andrew and Lynda Boutros of True Success throughout the Year, sometimes in conjunction the Wellbeing team.

The Wellbeing team introduced new initiatives in 2022 in an attempt to best meet the needs of our students and College community. The Wellbeing team has facilitated a partnership with KidsHope and Encompass Church. KidsHope equips local churches to come alongside local schools, to provide mentors for Primary School students. This initiative is due to begin in 2023 with the potential for three mentors / mentees to be involved.

After obtaining funding late in 2021, Northside subscribed to SchoolTV. This is a service and resource for our College staff and parent community. SchoolTV is a hub for everything relating to wellbeing and mental health. The resources include researched based articles, short videos, fact sheet and special reports easily accessible via the College website, then the Wellbeing tab.

The College also subscribed to Educator Impact Pulse (EiPulse). This is a tool that measures real time student engagement and wellbeing through a weekly email. Our students respond each week and the data collected allows the wellbeing team to assess student College sentiment and also gives them the opportunity to reach out directly to a designated member of staff for prompt follow up. EiPulse allows another opportunity for student engagement and access to the wellbeing space. The data gained will inform how to better meet the wellbeing needs of the day in a more proactive, less reactive fashion. In line with the College's vision for the teaching and learning staff to address wellbeing needs within the classroom, EiPulse has allowed the wellbeing team to see which students

may need someone to step in the gap for support. The teachers are the first port of call to do this and they are able to refer to the wellbeing team if they believe additional support is required. EiPulse also allows students to give and receive gratitude, helping to further instil this in our students and staff, which was deemed an important component of the program.

The Wellbeing team participated in a Suicide Prevention professional development event to better understand and equip our staff and young people regarding suicide, its prevention and how to address the subject, particularly within the Senior School. More will be outworked in 2023 regarding workshops which will also support research in this area.

The Wellbeing staff also attended the Resilient Kids Conference professional development event, which highlighted a number of parenting and mental health topics.

The 2022 year highlighted once again the need for strategic and targeted wellbeing support for our students and families. The recent wellbeing team feedback survey showed friendship issues, stress / worry / anxiety / depression were the greatest areas of need for our students. The Wellbeing team continued to be explicit in our approach to be Christ centred in all we do. We have been able to build on the strengths of team members from last year and continue to be harmonious and supportive of each other in all we do. We continually recognise and are thankful that Wellbeing has the largest team of all at Northside, because all staff are invested. They are tuned into Child Safety and the wellbeing of our students. We truly are blessed to be able to work heartily for Christ in a workplace that trusts and values what we do to support our students to reach the best of their ability, in all life areas.

Counselling and Wellbeing

Pastoral care is achieved through:

- Quality and supportive relationships;
- Comprehensive and inclusive approaches to learning;
- Effective networks of care;
- Appropriate and effective pastoral care strategies; and
- Supportive and coordinated organisational structures.

We are grateful to be able to provide a wide range

of support services to our College community through our Wellbeing Team at Northside Christian College.



Heather Cootee
Head of Student Wellbeing

Jared Stocks
Chaplain



Chelsea Weeks
Student Wellbeing and
Learning Support Assistant

We are also grateful for the support of Ms Alexandra Tait – Visiting School Psychologist – referral only.

Students may access Mr Stocks at any time for mentoring support. Ms Chelsea Weeks also has sessions allocated for general student wellbeing support and mentoring. Should you like more information about how the Wellbeing Team can help you this year, please do not hesitate to contact anyone on the team.

Home Group Teachers

Every year level at the College has a Home Group Teacher. All staff are committed to the personal and spiritual wellbeing of their students. The Home Group teacher has a special concern for the student as an individual and encourages personal growth.

College Chapels

Weekly Chapel services offer encouraging presentations designed to be relevant to students. All our students attend and are given the opportunity to participate. Students are encouraged to offer musical presentations, sing along with songs lead by staff and students, interact with presenters and celebrate student achievements.

Policy and Procedures

The College have approved a wide range of strategies, policies, procedures and practices that are inclusive of the needs of all children, including

students who are vulnerable due to age, family circumstances, abilities, or Indigenous, cultural or linguistic background. We promote and provide a supportive learning environment in which all students can expect to feel safe, supported and respected. We recognise the need for clear, transparent and explicit programs and policies to ensure students' physical, social, spiritual and emotional wellbeing.

A number of key policy documents have been updated on a regular basis to ensure the safety and wellbeing of all children is a priority. Furthermore, the development and implementation of the policies below have assisted in ensuring the College is compliant with the Child Safe Standards.

- Child Safety Policy Code of Conduct and Procedure (Policy No. 1)
- Employment Policy (Policy No. 2)
- Staff Induction Policy (Policy No. 9)
- Staff Contact with Students Policy (Policy No. 11)
- Pastoral Care Policy (Policy No. 12)
- Grievance and Complaints Management Policy (Policy No. 14)
- Student Anti-Harassment and Bullying Policy (Policy No. 20)
- Supervision Policy (Policy No. 22)
- Sexual Harassment Policy (Policy No. 23)
- ICT and Internet Acceptable Use Policy (Policy No. 24)
- Inclusive Education Policy (Policy No. 27)
- Volunteers Policy (Policy No. 29)
- Police Checks Policy (Policy No. 31)
- Visitors to the College Policy (Policy No. 32)
- Behaviour Management Policy (Policy No. 36)
- Student Travel in Staff Cars Policy (Policy No. 38)
- Whistle Blower Policy (Policy No. 39)
- Working with Children Policy (Policy No. 40)
- Risk Management Policy (Policy No. 42)
- Reportable Conduct Policy (Policy No. 49)
- Social Media Policy (Policy No. 51)
- Parent Code of Conduct (Policy No. 56)
- Restrictive Intervention Policy (Policy No. 64)
- Occupational Violence and Aggression Policy (Policy No. 71)
- Child Safety Risk Management Strategy (Policy No. 75)

Heather Cootee
Head of Student Wellbeing





Behaviour Management

Below is an extract from the College's Behaviour Management Policy (Policy No. 36). A copy of the College's Behaviour Management Policy document is available from the College Office. An extract is also published on the College website.

Northside Christian College have as its central pillar the Principles of Restorative Justice. We aim to embed restorative approaches and use Restorative Justice Conferences in order to support our Behaviour Management Policy.

The College will use Restorative Justice as an educative approach, to help those involved to learn how to change. Restorative Approaches underpin our Behaviour Management Policy and offer an alternative to the traditional responses to challenging behaviours.

The Behaviour Management Policy is written in the belief that an understanding, shared throughout the College, of principles, procedures and practices, is the most effective method of achieving a united College community of which all its members can be proud.

Restorative Approaches can assist the development and repair of relationships between students and adults. The approach is respectful of the dignity of all concerned.

Restorative Practice

Restorative Practice is a process that actively encourages students to speak about their actions, consider their effects on others and help decide the best way of repairing any harm done to relationships. It provides a range of approaches to reduce the harm and to fix "damage" to relationships caused by incidents. It is a problem-solving approach, which supports students in their efforts to build personal relationships as a means of overcoming social conflict. Restorative Practice is a process which is authoritative and re-integrative. It stresses high support for students and high personal control. Teachers, using restorative practices, develop in their students social problem solving skills and empathy. Restorative practice reflects an approach to behaviour management that aims to disciple and guide students, rather than punish them.

Northside Christian College is committed to creating quality relationships through the Principles of Restorative Practice that:

- Develop an awareness in students about the effects of their behaviour on others;
- Avoid scolding and lecturing students;

- Actively involve students in discussing the reasons for and effects of their actions on others;
- Address behaviour whilst still maintaining a student's dignity;
- View poor behaviour as an opportunity to learn through problem solving and focusing on the future;
- Provide students with a range of future options for behaviour;
- Form the basis of classroom management practices at the College.

The use of Restorative Justice at Northside Christian College

A restorative approach to behaviour management will require all staff working with our students to be aware of the principles of Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the College community. The principles and use of Restorative Justice will be a regular feature in the College's Continuing Professional Development program both at the beginning of the College year and where appropriate at other times.

The Restorative Questions:

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way have they been affected?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The questions are neutral and non-judgemental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

Steps for managing suspensions and expulsions of students

The College's steps for managing suspensions and expulsions of students is detailed in the College's Behaviour Management Policy. This policy is published on the College website and is also available from the College Reception Office.

Sport

Northside Christian College believes that school sport is an integral part of students' overall development, having the potential to impact on the physical, social, emotional and mental health of students.

Timetabled Sport and Physical Education are part of the College curriculum and is set up for development, practice and mastery of skills whilst maintaining the main aims of the sports program.

Primary School

Students in the Primary School have an opportunity to participate in a wide variety of sporting programs throughout the academic school year.

Students in Prep to Year 6 participate in Learn to Swim lessons during Term 1 and 4 each year. This program provides a broad, balanced program of swimming, water safety and survival skills in preparation for a lifetime of safe activity in, on or near the water.



The Prep to Year 2 students are involved in a Perceptual Motor Skills program called "Mini Movers" which helps improve fundamental and gross motor skills, eye/hand and eye/foot coordination, fitness, balance, locomotion and eye-tracking skills.

The Year 1 and 2 students are given the opportunity to build their confidence in a 10 week gymnastics program at Pit Gymnastics. The students participate in weekly sessions that include floorwork, trampolines, balance beams, rings and parallel bars. Through these sessions' students work on their balance, speed, coordination, flexibility, gross motor skills and strength.

Our College participates in Athletics, Cross Country and Swimming competitions against other Christian Schools as part of the Christian Schools Events Network (CSEN).

Students have also enjoyed the opportunity to participate in a wide range of clinics providing them with a chance to develop skills in a range of sports. These include Gymnastics and Dance programs as well as a whole range of sport specific clinics. Students from Years 1 to 6 are involved in Basketball clinics and games in the Hoop Time program. Lunchtime House Sports also provide students sporting opportunities.

The Year 5/6 students participate in School Sport Victoria (SSV) weekly sport within the Bundoora District in Term 1 and Term 2.

Secondary School

Students from Year 7 to Year 12 are encouraged to participate in a wide range of sporting activities that complement the school-based Physical Education program. Students are provided with the opportunity to develop an understanding of the skills, concepts and rules in a wide range of sports. Students from Year 7 to 10 continue to consolidate and refine their swimming and survival skills within a Term 1 swimming program. Through CSEN fortnightly sport, students are given the opportunity to compete in various sports throughout most of the year.

Northside Christian College is aligned with one main sporting body, the Christian Schools Events Network (CSEN). The aim of these sporting networks is to promote friendship, goodwill and a spirit of sportsmanship and comradeship, together with healthy competition. These inter-school competitions cover a wide range of seasonal sports including: Netball, Volleyball, Soccer, Basketball, Tennis, Cricket and Softball. Annually, all students are challenged to compete in the CSEN Swimming, Cross Country and Athletics carnivals.





Sporting Opportunities

Term 1

- Year 5 to 6 Swimming Program
- Year 5 to 12 Swimming Carnival
- CSEN Secondary School Fortnightly Sport
- Year 5/6 District Weekly Sport
- CSEN Primary School & Secondary School Swimming Competition
- Swimming Squad
- CSEN Senior Rally Day

Term 2

- Year 3-12 House Athletics Carnival
- CSEN Secondary School Fortnightly Sport
- Year 5/6 District Weekly Sport
- Cross Country Squad
- CSEN Senior School Rally Day
- Year 1/2 Gymnastics

Term 3

- CSEN Cross Country
- CSEN Secondary School Fortnightly Sport
- CSEN Senior School Rally Day
- CSEN Western Rally Day
- Athletics Squad
- CSEN Primary & Secondary School Athletics Competition
- Prep – Year 2 Tabloid Athletics Day
- Year 3/4 Hooptime
- SSV Futsal Gala Day

Term 4

- CSEN Secondary School Fortnightly Sport
- Prep 0 Year 4 Swimming Carnival
- Year Prep - 4 Swimming Program

- CSEN Year 7/8 Rally Day
- CSEN Year 9/10 Rally Day

Squads

The College provides students with an opportunity to train regularly leading up to major sporting carnivals in swimming, athletics and cross country. Many students and staff have made the commitment to train before school leading up to these events. The swimming squad trained two times a week at Latrobe Sports centre and Watermarc. The cross country squad commenced their training in Term 2 onsite and at Bundoora Park.

Schools Sporting Grants (Primary & Secondary School)

Sporting Schools is a \$160 million Australian Government initiative to get children committed to a lifelong love of sport. Australian primary schools can apply for funding each term to deliver Sporting Schools activities before, during or after school hours. The College is grateful to the Australian Government for the opportunity to successfully apply for grants. The grants were used this year for swimming lessons, ultimate frisbee, touch football, athletics lessons and AFL sessions.

Anna Venegas
Sports Coordinator





Music Program

Northside Christian College offers a vibrant and exciting music program. Each week, the College offers students an opportunity to participate in several ensembles and seeks to provide pathways for students to explore their musical potential in a positive and supportive environment.

Northside Christian College values music as an art form created by God. The College recognises that music is a method of self-expression that provides an opportunity for students to excel in their personal growth, build resilience and self-confidence. Students have an opportunity to work in individual and team-based environments. They can significantly contribute to their own academic and personal development, build community and teamwork and glorify God in our community through the Arts. Upon reflection of these values, the College strongly supports the Instrumental Music Program and its future development.

Each week, the College has several highly trained professional tutors who attend the College to work individually with students enrolled in music lessons. Tutors work with groups and ensembles across the College. The instrumental music program provides a chance for students to grow and develop at their own pace and with their peers.

The College offers:

- Individual tuition on a wide variety of instruments, including piano, voice, guitar, strings, brass/woodwind, and percussion instruments (available with parent approval and at an additional cost to school fees).
- Performance opportunities to perform at special events and school assemblies, within the broader community, and in external competitions.
- Weekly lunch-time, before and after school ensembles. Open to students from Years 2 -12.
- Primary School compulsory String Program for all Year 3 students. Second semester pilot program was completed in Semester 2, 2022.
- Compulsory Concert Band Program for Year 6 students.
- Planning for implementation of compulsory Concert Band Program for Year 7 students in 2023.
- Classroom Music classes from Prep – Year 6.
- Secondary School classroom Music (elective) for Years 7 through to Year 10.
- Opt-in extension Jazz Band for Secondary School students.



School Ensembles

The following is a summary of the weekly ensembles on offer at Northside Christian College:

- At the beginning of the 2022 school year, we had over 80 students participating in these ensembles on a weekly basis.
- Secondary School Jazz Band (Opt-in)
- Senior Primary School Concert Band (Compulsory program for Year 6 students)
- Primary School Choir (Opt-in)
- Secondary School Chapel Band (Opt-in)
- Primary School Band (Opt-in contemporary ensemble for Upper Primary School students)
- Year 3 String Program (Compulsory program for Year 3 students)

Individual and Group Music Program

In 2022, the school year started with re-building the enrolment base of approximately 80 students and a program that had been impacted by the partial lockdowns in 2021. As the year progressed, numbers started to build back up to over 95 enrolments by the middle of 2022. The College was able to successfully run our Annual Spring Music Recital, which was held at Encompass Church with approximately 300 in attendance to watch students perform and take part.

New Achievements

New pilot program for Year 3 String Program

The College purchased a brand new class set of string instruments for the Semester 2 pilot program in 2022. This included cellos, violins and double basses. Mr John Longley's Year 3 Home Group class was selected to be the pilot class and the program ran for the duration of the semester with the class spending two periods a week learning a string instrument. The program was big success with all students performing at the Spring Recital and end of year celebration event. This program will now be rolled out to all Year 3 students in 2023.

Music Platform and Landing Page

The College engaged a third-party contractor to develop a web-based landing page platform to assist with the administration of the growing music program. This platform was refined further this year and has formed a strong part of how we administer the music program at the College. The platform provided an effective way for parents to engage with our program, purchase lessons and see what we offer at the College.

Andrew Horneman
Instrumental Music Coordinator



Student Leadership

Our Student Leadership Program provides opportunities for students to develop and put into practice their leadership potential in serving their fellow students and the wider community. We seek to be a “school without borders”, and increasingly work alongside local universities and other organisations to maximise access to high quality learning environments.

At Northside Christian College, we have identified leadership as an important skill to develop in all of our students. Our students can serve as leaders in a variety of ways in our College community. Students can lead in sport, academics, chapel and community service. All students can be role models for others in our College community. We are encouraged in the Bible, “As each has received a gift, use it to serve one another, as good stewards of God’s varied grace: whoever speaks, as one who speaks oracles of God; whoever serves, as one who serves by the strength that God supplies—in order that in everything God may be glorified through Jesus Christ. To him belong glory and dominion forever and ever. Amen.” 1 Peter 4:10-11 (ESV)

We wish to thank our 2022 school leaders for their commitment and service:

Primary School

Primary School Captains

Levi Yanny and Atara Ramanathan

Student Representative Council

Year 5 - Charlize Venegas and Aylaa Arunan

Year 4 - Pupus Kwok and Rachel Yanny

Middle School

Middle School Captains

Alexander Franck, Hubert Kwok and Vanessa Sum

Student Representative Council

Year 7 - Aneeqa Gunewardena and Alex Jabra

Year 8 - Natshi Fernando and Lyvia Song

Senior School

Student Representative Council

Year 10 - Michelle Wesley and Noah Lord

Year 11 - Anelyse Karkaloutsos and Tim Halden

College Captain

Abigail Ramanathan and Isabella Kluchkovsky



College House Program

In 2016, Northside Christian College re-launched the College's House Program. Students at Northside Christian College have been allocated to a House for academic, sporting, cultural and service events. This allows recognition of effort and achievement in academic pursuits, College and community service, the demonstration of College Values, and participation in the life of the College on top of sporting pursuits. A House Program will assist the College in continuing to foster a family-like atmosphere within the College community. Furthermore, a House Program will provide an opportunity for students to form a greater connection with their school community.

There will be a number of benefits for students

being members of a House. The House Program has helped us to develop social cohesion across the year levels; healthy competition between the house teams provides motivation for our young people to represent their Houses with determination in a variety of activities.

The Houses provide students with not only an increased sense of identity and belonging, but also a sense of tradition over time. It is another opportunity for whole school interaction amongst students and families.

The House Program also provides additional leadership opportunities for our students in the Primary and Secondary School.

2022 House Captains



**Courageous
Conquerors**



**Noble
Knights**



**Worthy
Warriors**

Primary School

Mikha Kaya Thapa
Oluwatomisin Faniyi

Jack Chiodo
Neriah Budiman

Rachel Wesley
Archilleus Kokoris

Secondary - Middle School

Jordan Dontsios
Tane Marshall

Elizabeth Donato
Daniel Lan

Sawat Mazur
Chloe Kapsiotis

Secondary - Senior School

Madison Kluchkovsky
Marshall Karunaratne

Emily Stewart

Sarah Halden



We congratulate the Noble Knights who were the victorious House team for the 2022 academic school year at Northside Christian College!



Parents and Friends

As restrictions ease and we have a glimpse of the world as we know it, I would like to take this opportunity to thank everyone who is part of our amazing community. Over the last couple of years the Parents and Friends team continued to support our students and staff through prayer. Now we are blessed to welcome families back and see the smiles on students' faces as they enjoy taking part in the Parents and Friends supported events.

Parents and Friends held two major fundraising events this year, the Mother's Day Stall in May and the Father's Day Stall in September. I hope Parents and Grandparents enjoyed receiving their gifts as much as their children enjoyed choosing gifts for their loved ones.

Parents and Friends also contributed to both the Year 6 and Year 12 Graduations. Providing the cake for the Year 6 Graduation and chocolates for the parents of all Year 12 students.

Parents and Friends took part in the 2022 Northside Christian College Art show, tending to a stall with chocolates and happy conversations. It was a great opportunity for the Parents and Friends team to meet the wider College community and encourage more families to be involved in Parents and Friends.

It was great to be able to hold the monthly Parents and Friends meetings again this year. The

meetings are a great way to meet College families and catch up with friends. New fundraising events and ideas are always forthcoming, the enthusiasm and suggestions are always appreciated.

All profits raised from Parents and Friends go directly back to the College. We want to show our students the importance of giving back to our community. Volunteering, even for just a few hours, has a positive impact, helps the College and leaves a lasting impression. Parents and Friends are proud of the contributions they have made, including funding for the Junior Primary Playground.

I would like to take this opportunity to thank everyone who has helped with Parents and Friends this year. Volunteers are the reason this group is here. I think I speak for everyone when I say that we are here because we want to support our children and ensure they are given the best opportunity possible. As the College continues to grow it will be exciting to see what new adventures are ahead of us and how Parents and Friends can continue to support the College and our students.

2022 Parents and Friends Committee

President: Fleur Wedding

Vice President: Katharine Smith (January - June)

Treasurer: Liliana Caldwell

Secretary: Daniela Durik

School Representative: Liz Tsiros

If you would like to become a part of Parents and Friends please email ncc@ncc.vic.edu.au and they can direct your email to the right person or drop by and speak to the staff at Reception.



Fleur Wedding
Parents and Friends President

Enrolment Policy

Extract of the College's Enrolment Policy

Purpose of this policy

1.1 Northside Christian College is committed to ensuring that students are enrolled in the College in a manner that is fair and transparent.

1.2 The College is committed to maintaining accurate records that comply with the College's legal obligations in relation to school enrolment.

1.3 The Enrolment Policy sets out the principles and framework governing the basis on which students are admitted to the College. The policy, together with the policy implementation documents should be read and understood by parents and guardians and those responsible for implementing the policy.

Principles

2.1 The College is committed to ensuring students are admitted to the College in a manner that is fair, transparent and non-discriminatory.

2.2 The College will publish clear criteria as the basis on which admissions are made.

2.3 Northside Christian College offers a Christian-based education programme. All children will be considered for enrolment regardless of ethnic origin, gender, denomination or disability. The College will give preference to children as set out in the criteria shown Appendix G of the policy.

2.4 Enrolment at Northside Christian College, as far as its resources shall allow, is open to all children regardless of the religious affiliation of the family, providing that the parents / guardians accept and support the College's Statement of Faith (Appendix H).

2.5 The College keeps and retains accurate records of school enrolments that comply with its Commonwealth and State legal and regulatory requirements.

Aims of the policy

3.1 To ensure admission to the College is fair, transparent and non-discriminatory.

3.2 To explain clearly the basis on which offers of admission are made.

3.3 To comply with the requirements of Education and Training Reform Act 2006 (Vic.) and other relevant legislation.

Please contact the College Reception Office for a copy of the Enrolment Policy (Policy No. 45)

Enrolment Data

10 Year Student Enrolment Data

Year	Students	Year	Students
2013	278	2018	354
2014	265	2019	410
2015	272	2020	447
2016	282	2021	485
2017	318	2022	522

2022 Enrolment Data

Year	Students
Prep	48
Year 1	45
Year 2	53
Year 3	50
Year 4	45
Year 5	38
Year 6	41
Year 7	43
Year 8	43
Year 9	39
Year 10	26
Year 11	30
Year 12	21

Enrolment

Northside Christian College welcomes all enrolment enquiries. The College is offering classes between Prep and Year 12 in 2023. As places are limited, applicants are advised to apply well in advance of the intended year of commencement to avoid disappointment.

For all enquiries regarding enrolment, please contact our Enrolment Officer at the details below:

Ms Tina Montero
T: 03 9467 2499
F: 03 9467 4899
E: enrol@ncc.vic.edu.au

Tina Montero
Enrolment and Marketing
Coordinator



Attendance Data

2022 Student Attendance

Year Level	Overall Attendance
Preparatory	84.10%
Year 1	89.31%
Year 2	89.26%
Year 3	91.16%
Year 4	89.87%
Year 5	89.45%
Year 6	90.69%
Year 7	87.61%
Year 8	86.59%
Year 9	88.36%
Year 10	88.50%
Year 11	82.54%
Year 12	86.59%

Please note: Student attendance rates were impacted in 2022 due to COVID-19 isolation requirements.

Procedures for Daily Absentees

Student attendance is recognised as a significant factor that contributes towards academic success at Northside Christian College. The College highlights the importance for students to arrive on time and be present at school for as many days as possible.

The College regularly communicates with families in regards to any absence from school. Attendance is recorded twice daily for Primary School classes, and at the commencement of every period for Secondary School classes. Attendance is recorded in the Student Management System. Unexplained absences are followed up promptly by the Administration staff at the College on the day of a student's absence.

The College implements an Attendance and Roll Marking Policy (Policy No. 33) to ensure compliance with Government requirements.

Attendance for students participating in courses provided by another senior secondary course provider (i.e. VET providers) is monitored by the College Administration staff.

Attendance Email

Student attendance communication at Northside Christian College is directed to the following email address:

attendance@ncc.vic.edu.au

Families and external providers have been encouraged to add this email address to their contacts to easily advise the College of all school matters including:

- Absence Notification
- Early Departure (e.g. Medical/Dental Appts)
- Late Arrivals (for arrivals after 8:45am)
- Out of Uniform Notification
- Any changes to normal pick up arrangements of children

Student Attendance Collection

Each year the Department of Education and Training undertakes the task of collecting attendance data from non-government schools for Years 1 to 10. The data collected by the Department is forwarded to the Australian Curriculum, Assessment and Reporting Authority (ACARA) for publication on its 'My School' website. Schools are required to complete the Student Attendance Collection as part of their obligations under the Australian Education Act 2013.



Teaching Staff

Staff Qualifications

All teaching staff must have current Victorian Institute of Teaching (VIT) registration. This requires appropriate Tertiary level qualifications, minimum PD hours and Police Checks. Northside Christian College is committed to securing and keeping qualified and experienced staff who add to the culture of the College.

Every Northside Christian College staff member (teaching and non-teaching) has either completed a satisfactory Police Check or holds a current Working with Children Check card.

2022 Staff Statistics

Staff Type	Amount
Non teaching Staff (FTE)	24.3
Teaching Staff (FTE)	36.5
Aboriginal or Torres Strait Islander Staff (FTE)	0
Staff Male (FTE)	17.2
Staff Female (FTE)	43.6
Staff attendance rate:	92.63% *

* Includes Annual Leave, Compassionate Leave, Maternity Leave, Long Service Leave, Parental Leave, Personal / Carers Leave.

Teaching Staff Qualifications

The impact of teacher quality on student learning is significant. Teacher quality is vital to student achievement. At Northside Christian College, we truly understand this and its implications for how we hire, develop and retain the teachers who will enable us to achieve our student learning outcomes and strategic goals. At Northside Christian College, we value the experience and knowledge that our colleagues bring with them. Furthermore, we acknowledge the importance of lifelong learning and the role of professional learning and development for all teachers

The chart below outlines the qualifications of each teaching staff member.

Bond, Michael	Bachelor of Information Systems (Electronic Commerce), Graduate Certificate in Education (Inclusive Education), Master of Science in Education (K-6), MACEL, MACE, FAICD
Bland, Stephen	Master of Teaching (Primary and Secondary), Bachelor of Computer Science, Bachelor of Engineering (Hons)
Burger, Suné	Bachelor of Health, Sport and Physical Education
Cheah, Yee Yian	Bachelor of Early Childhood Education
Claassens, Anthea	Bachelor of Education, Diploma of Arts
Collin, Kristina	Master of Teaching (Primary), Bachelor of Applied Science (Psychology)
Conn, Linda	Bachelor of Arts, Diploma of Education, CELTA
Cook, Ellison	Bachelor of Teaching (Secondary)
Connelly, Teresa	PhD in Geography and Environmental Science, Bachelor of Arts, Graduate Diploma of Education (Hons)
Devine, Patrick	Bachelor of Education
Eng, Serene	Bachelor of Engineering (Hons), Graduate Diploma in Education, Master of Education (Education Leadership), Master of Inclusive Education
Field, Anthea	Master of Education (Primary), Bachelor of Arts (Performance Studies), Diploma of Accounting
Furlong, Margaret	Diploma of Teaching, Bachelor of Education, Graduate Diploma in Mathematics, Graduate Certificate of Special Education, Graduate Certificate of Counselling
Gatt, Christopher	Bachelor of Arts, Graduate Diploma of Education (Secondary)
Gorfine, Sam	Bachelor of Education (P-12), Certificate III in Christian Ministry
Green, Alan	Bachelor of Engineering (Aerospace), Bachelor of Divinity (Theology), Diploma of Education

Teaching Staff Qualifications continued...

Halden, Sharon	Bachelor of Arts (Psychology), Bachelor of Teaching (Primary), Graduate Certificate in ICT in Education, Graduate Diploma of Psychology
Harri, Esa	Bachelor of Education (Primary)
Hennequin, Daniel	Bachelor of Arts, Bachelor of Education, Certificate II in Creative Industries, Certificate IV in Training and Assessment, Certificate IV in Writing and Editing
Holden, Matilda	Bachelor of Education (Primary)
Horneman, Amy	Master of Arts (Applied Linguistics), Bachelor of Arts, Bachelor of Education (Secondary)
Horneman, Andrew	Advanced Diploma of Music Performance
Lisle, Joy	Bachelor of Arts, Graduate Diploma of Education
Longley, John	Bachelor of Applied Science, Graduate Diploma of Education
Mapperson, Kanini	Master of Education (Specific Learning Difficulties), Bachelor of Education, Certificate IV in Training and Assessment
McDonnell, Gillian	Bachelor of Arts (Social Sciences), Graduate Diploma in Education, Certificate IV TESOL
Metcalfe, Andrea	Bachelor of Education; Diploma in Teaching
Minty, Craig	Bachelor of Arts (Music), Grad Diploma of Education (Secondary), Graduate Diploma of Psychology
O'Leary, Peter	Master of Teaching (Secondary), Bachelor of Exercise and Sport Science, Certificate IV in Allied Health Assistance
Ottoson, Robert	Master of Teaching, Bachelor of Science, Bachelor of Ministries (ACT)
Paterno, Annie	Master of Teaching, Bachelor of Fine Arts
Randles, Clarissa	Bachelor of Education (Early Childhood and Primary)
Ravida, Roshel	Bachelor of Food Science, Graduate Diploma in Education
Rowse, Hannah	Bachelor of Education
Schepis, Melissa	Bachelor of Education (Primary), Certificate of Religious Education
Simic, Sharon	Master of Teaching, Bachelor of Social Sciences (Pastoral Counselling), Certificate of Religious Education (Primary)
Simmons, Christopher	Bachelor of Education
Simmons, Sara	Bachelor of Applied Science, Graduate Diploma of Education
Stocks, Christie	Bachelor of Arts, Graduate Diploma of Education (Primary)
Thomas, Reena	Master of Education, Bachelor of Science, Graduate Diploma of Education
Thompson, Jamie	Bachelor of Education
Tucci, Olivia	Bachelor of Arts (Psychology), Bachelor of Teaching
Varghese, Susan	Master of Education, Master of Science
Veljanovski, Antonietta	Bachelor of Education, Diploma of Teaching (Primary)
Venegas, Anna	Bachelor of Education (Primary and Early Childhood)
Wallison, Tahila	Bachelor of Education (Primary)
Wang, Junping Vida	Master of Teaching (Secondary), Bachelor of Science, Certificate IV in Training and Assessment
Waters, Lenna	Master in Education (Home Economics Education), Bachelor of Science (Home Economics)
Waters, Philemon	Master of Arts, Bachelor of Science, Graduate Diploma of Education
Westland, Jo	Bachelor of Education
Wiltshire, Emily	Bachelor of Music, Bachelor of Teaching, Graduate Diploma of Science (Maths), Certificate IV Training and Assessment, Advanced Diploma Music
Woolan, Samuel	Master of Education, Bachelor of Arts (Visual Arts)
Zammit, Matthew	Master of Teaching, Bachelor of Sport Science (PE Secondary)

The Rose Latimer Award

The Rose Latimer Award is a way to honour and remember Rose Latimer who was the much-loved Office Manager, Enrolments Officer, and Receptionist at Northside Christian College for 16 years.

When she passed away in 2014, a family in the College generously offered to remember Rose by awarding a trophy and cash amount to a staff member nominated by their peers.

The Rose Latimer Award is given to a current staff member for exemplifying the College values of Faith, Hope, Love, Community, Service, Grace, Humility, Integrity and Perseverance.

This year's recipient has served our College community for many years and has demonstrated an outstanding commitment to Christian education.

They are passionate about supporting students, consistently demonstrating Christ's love.

On many occasions, this staff member has taken extra time to support students who may be experiencing difficulty or need additional support with their learning.

This person advocates for students, recognises their strengths, and supports them to flourish.

This staff member works closely with students, staff, and parents and actively supported the development of our sense of community.

The recipient of this award has completed 26 years of service at Northside.

This year, the Rose Latimer Award is awarded to: Margaret Furlong.



Professional Learning and Development

Northside Christian College has an ongoing commitment to the professional development of all staff. This commitment includes staff growth in their understanding about College policy and practice, including health and safety. Importantly, as a Christian College, we undertake professional development to grow our understanding and to develop our practices with respect to outworking our Christian faith.

As an educational institution, our staff are supported in their professional networks, teaching associations and support agencies including Independent Schools Victoria and Christian Schools Australia.

All teachers are required to declare they have undertaken a defined quantity and scope of professional learning and development activities when applying for renewal of registration with the Victorian Institute of Teaching (VIT). Teachers are required to undertake at least 20 hours of professional learning and development that is referenced to the Australian Professional Standards for Teachers (APST) each year.



Image Source: VIT. (2019). Professional Development. Retrieved from <https://www.vit.vic.edu.au/registered-teacher/renewing-my-registration/professional-development>

Professional learning and development sessions at Northside Christian College are organised in line with annual goals and priorities. Northside Christian College is committed to providing staff with access to ongoing Professional Development consistent

with the Australian Charter for the Professional Learning of Teachers and School Leaders.

Teaching staff regularly participated in staff meetings, curriculum meetings and individual professional learning and development.

Some of the Professional Development sessions conducted in 2022 include:

- Anaphylaxis Briefing and Training
- Behaviour Management Policy Briefing
- Child Safe Standards Policy Briefing
- Continuous Online Reporting using SEQTA
- Data Breach Policy Briefing
- e-Learning Module: School and Early Childhood Infection Prevention and Control During Coronavirus (COVID-19)
- Emergency Management Briefing
- First Aid Training
- Flipped Learning Pedagogical Framework
- Grievance and Complaints Management Briefing
- Mandatory Reporting eLearning Module
- Nationally Consistent Collection of Data on School Students with Disability (NCCDSSD) Training
- New Teacher Induction
- Occupational Health and Safety Policy Briefing
- Professional Learning and Development Policy Briefing
- Reportable Conduct Policy Briefing
- Risk Management Policy Briefing
- Student Anti-Harassment and Bullying Policy Briefing
- Supervision Policy Briefing
- Volunteers Policy Briefing
- Workplace Bullying Policy Briefing

Staff Appraisal Process

Northside Christian College is committed to implementing the Australian Teacher Performance and Development Framework. The Framework recognises the entitlement of all teachers to know what is expected of them, receive ongoing, meaningful feedback and access to high quality professional learning.

The Framework focuses all schools on:

- creating a performance and development culture
- improving teaching
- improving student outcomes

- providing and receiving frequent feedback
- providing access to high quality support
- promoting genuine professional conversations

An effective approach to improving practice will include a conscious effort to collect and reflect on evidence that provides insight into the effectiveness of teacher practice, and informs growth and access to high quality professional learning. This should occur in a context of frequent formal and informal feedback. Engaging in high quality professional learning is a major strategy for improving teacher practice.

During 2019, the College commenced implementing a more formal Teacher Appraisal Process to support the implementation of the Australian Teacher Performance and Development Framework at Northside Christian College. This process was documented in the Teacher Appraisal Policy (Policy No. 72) during 2022.



Community Feedback



LEAD School Effectiveness Surveys

The LEAD surveys are seven psychometrically-tested stakeholder surveys that are statistically proven by Cambridge University to measure school effectiveness. The surveys give school leaders a 360-degree view of the complex, multi-faceted elements of school effectiveness through the eyes of students, parents, staff and board members – the stakeholders most likely to recommend your school to potential families. Unlike other generic surveys, LEAD is the only service tailored specifically for the Independent education sector. This allows you to benchmark your school against similar Independent schools to know how you compare.

For more information about LEAD School Effectiveness Surveys, please refer to:
<https://www.is.vic.edu.au/services/lead-school-effectiveness-surveys/>

Survey Results

Northside Christian College participates in the LEAD School Effectiveness Surveys every two years. This provides the College with an opportunity to review and respond to feedback to guide continuous school improvement.

During 2022, students, parents and staff completed the LEAD School Effectiveness Surveys during August. This information was a valuable resource for the Executive Team and Committee of Management as they continue to review and develop the College's Strategic Plan.

The Student Satisfaction Survey highlighted areas of strength including:

- Students are happy to be at Northside
- The College provides an opportunity for students to explore their spiritual development
- Students feel part of the College
- Students feel like Northside Christian College is a safe place to learn
- Students understand the College's expectations for student behaviour
- Students indicated the standard of schoolwork expected for them is appropriate for their age

The Student Satisfaction Survey highlighted areas where improvement is needed, including:

- Provision of excellent learning resources
- Development of student leadership skills
- Attractiveness and maintenance of buildings and grounds
- Access to high-quality technology and resources
- Sense of pride in the school
- Students are concerned about racism

The survey results indicated that Middle School students (Years 7 – 9) expressed lower levels of satisfaction across most domains in the survey tool.

The Staff Satisfaction Survey highlighted areas of strength including:

- Students are encouraged to develop an appropriate set of life values
- The College's programs effectively meet the special needs of gifted and talented students
- Students from different backgrounds and cultures are treated equally at this school
- Teachers in this school know and care about students
- The College is receptive to new teaching strategies
- The College does a good job of teaching core skills such as reading, writing, mathematics, and science

The Staff Satisfaction Survey highlighted areas where improvement is needed, including:

- The College's programs effectively meet the special needs of students (such as limited English, learning disabilities)
- Opportunities for students to develop their leadership skills
- Communication of student behaviour expectations
- Provision of a broad curriculum to students
- Provision of resources in the library
- The College's provision of co-curricular offerings

The staff survey further highlighted that overall our staff are happy to recommend Northside Christian College to the broader community.

The Parent Satisfaction Survey highlighted areas of strength including:

- School provides good support for all students with special needs

- Quality of teaching at this school is excellent
- Teachers understand the differing abilities of students and teach accordingly
- Students from different backgrounds and cultures are treated equally at this school
- School is a safe place in which to learn
- Transition at the College

The Parent Satisfaction Survey highlighted areas where improvement is needed, including:

- Range of co-curricular offerings
- Student access to high quality materials and resources that help them learn
- Provision of resources in the library
- Range of learning areas offered at the College
- Attractiveness and maintenance of buildings and grounds
- Opportunities to learn using computer technology

Ongoing Feedback

Additional feedback is gathered from students throughout the year via the Student Representative

Council (SRC). The SRC provides a mechanism for students to share their feedback. Student leaders are encouraged to be the voice of their peers in this forum.

Staff satisfaction was regularly monitored through personal interviews with members of the College Executive Team. Staff meetings together with evaluation processes enable diverse opportunities for staff to express openly and collegially levels of satisfaction and dissatisfaction with areas of the College and specific operations. The College has also introduced a Wellbeing Committee.

Satisfaction amongst parents, teachers and students is continually measured through a variety of means. Feedback from parents is welcomed through formal and informal meetings and interviews. A number of surveys have been conducted within the College community during the past few years and the data collected has provided the basis for new projects and initiatives and also supports the justification of existing programs.



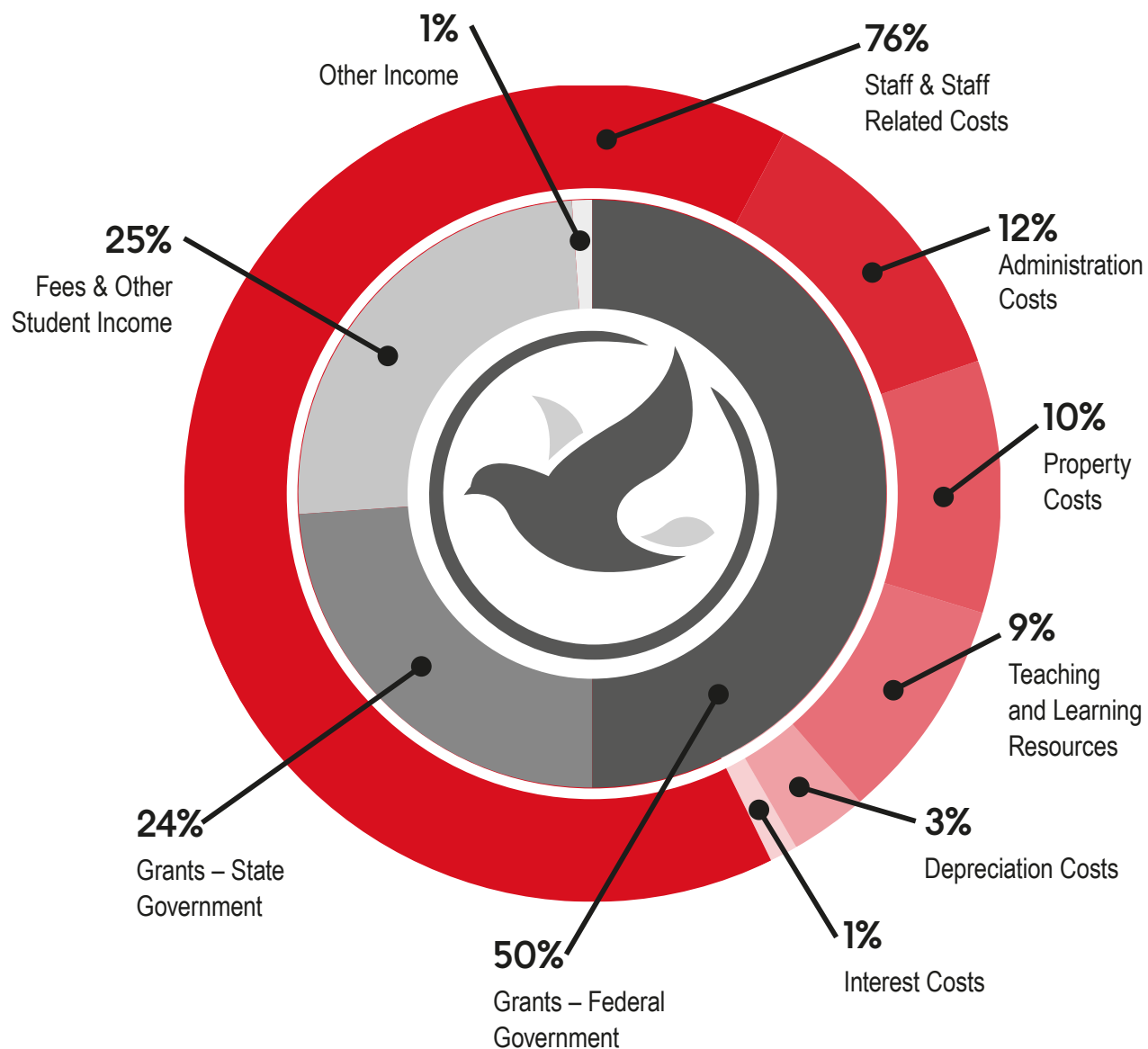


Financial Data

Income and Expenses for 2022

Inner Circle – Income

Outer Circle – Expenses



Leigh Adcock
Business Manager



Grounds and Facilities

2022 was a very active and productive year in the life of the College. Multiple building and grounds projects were undertaken to significantly improve our school environment. This will support the flourishing of current and future staff, students and families during their time at Northside Christian College. The following projects were completed this year:

- Renovation of an existing room into a multi-use Sport Studio. This included the installation of a new store rooms, a versatile rubber flooring and acoustic wall panels.
- Three portable classroom buildings were relocated and set up in the south west corner of the property. Construction included new decking, concrete entryway and veranda. New landscape works including the installation of new turf, irrigation and planting was completed around this area to connect the portable deck with the existing lower Primary School playground area.
- The New Middle School building was completed in September 2022. This building adds an additional eight general purpose classrooms and allows double streaming to occur from Prep to Year 12 in the coming years. New breakout furniture was purchased and video studios were set up in the building to make it a flexible learning space.
- Landscape works were completed around the new Middle School building to incorporate the courtyard space. These works included a new concrete aggregate path leading from the main carpark entrance to Reception. Landscape work also included new trees, shrubs and grasses planted, new irrigation system installed, and a beautiful new double story playground with slides and monkey bars has been added to our central courtyard.
- The Old Middle School building was refreshed in Term 4 into our new Upper Primary learning space. This involved adding an additional room and doors into the area and re-plastering walls and painting all areas.
- The VCE re-cladding project was started in December and is expected to be finished in late January 2023. After much planning and delays we look forward to this project being completed.

As well as these significant projects, we continued

to ensure that a safe and enjoyable learning environment was maintained around the buildings and grounds. We also completed a number of maintenance projects throughout 2022, including:

- Installation of new signs and signage lights around the property to better promote the College
- Installation of additional security cameras and gate hardware to enable higher security throughout the property
- Purchase and installation of new furniture for the College to continue to improve the use of facilities
- Building of a new fence around the water tanks
- Installation of a new mud kitchen for Primary School students to play
- Installation of a number of new projectors and screens as needed throughout the College
- Repair and installation of a number of new PA speakers to ensure adequate coverage across the College campus.
- Installation of new air conditioning units in several offices and classrooms
- Maintenance and repair of the oval irrigation system
- Installation of safety film on a number of windows
- Installation of garden bed guards
- Installation and monitoring of CO2 detectors
- Repair of roof leaks around the College skylights

Buildings, Grounds and ICT Facilities

Regular cyclical maintenance programs for key resources ensure that the facilities at Northside Christian College were appropriately maintained.

The Committee of Management and Executive Team recognise that a well-maintained College contributes toward a safe and pleasant working environment, builds school pride and morale and enhances the College's image. The College's Annual Maintenance Plan and Essential services Register are outlined in the Maintenance Policy (Policy No. 35).





Occupational Health and Safety

Northside Christian College is committed to providing a work environment that ensures the health and safety of students, employees, contractors, visitors and members of the Community. The Occupational Health and Safety (OH&S) Committee at Northside Christian College promotes and facilitates cooperation between management, staff and students in the development and implementation of OH&S policy, procedures, guidelines and programs at Northside Christian College.

The OH&S Committee at the College for 2022 included the following staff:

- Leigh Adcock
- Teresa Connelly
- Peter O'Leary
- Liz Tsiros
- Lenna Waters
- Maria Cellini
- Stephen Nelson
- Jared Stocks
- Susan Varghese
- Grace Wong



Sustainability

At Northside Christian College we have pursued a number of strategies to reduce our environmental

impact and help make our students more environmentally responsible citizens.

These include:

- The installation of water tanks and rain gardens to harvest water;
- A paper collection and recycling program;
- Electronic publication of the College Newsletter;
- A 15KW solar panel power generation systems;
- Vegetable garden and chicken pen.

Stephen Nelson
Property Manager



Glossary and Acronyms

Academic Year	The current calendar year in which a student is enrolled.
ACARA	Australian Curriculum, Assessment and Reporting Authority.
AITSL	Australian Institute for Teaching and School Leadership (See: www.aitsl.edu.au).
Alice Springs (Mparntwe) Education Declaration	The Alice Springs (Mparntwe) Education Declaration (the Declaration), it sets out the national vision for education and the commitment of Australian Governments to improving educational outcomes.
Attendance Rate	Attendance rate, for students at a school, means a percentage representing the total number of full-time-equivalent days the students attended the school to receive primary education or secondary education, divided by the number of full-time-equivalent days the students at the school could have received primary education or secondary education.
Australian Curriculum	The national curriculum being developed for students in Prep – Year 10 covering subject areas outlined in the Melbourne Declaration (2008). (See: www.australiancurriculum.edu.au).
Australian Teacher Performance and Development Framework	A national approach to teacher performance and development to support teachers in their desire to grow and develop and to receive useful feedback on their performance.
Biblical Worldview	A Biblical worldview (or a Christian worldview) is a worldview based on God's unchanging Word.
Child Safe Standards	Victoria's Child Safe Standards are a set of mandatory requirements to protect children and young people from harm and abuse.
Co-education	The integrated education of boys and girls at the same school facilities; co-ed is a shortened adjectival form of co-educational.
CORP	Continuous Online Reporting Program.
CSA	Christian Schools Australia (See: www.csa.edu.au).
CSEN	Christian Schools Events Network.
Distance Education	Distance education or distance learning is a mode of delivering education and instruction, often on an individual basis, to students who are not physically present in a traditional setting such as a classroom. Distance education at Northside Christian College is available to students in 2016 through enrolment with the Distance Education Centre Victoria.
FTE	A representative number that is calculated by assessing the hours worked over the financial year by all full-time and part-time employees, and converting this to a corresponding number of employees as if all staff were full-time.
God's Big Story	A resource developed by Christian Schools Australia that outlines a process for curriculum development and planning through a framework of four lenses: Creation, Fall, Redemption and Restoration.
ICT	Information and Communications Technology.
ILP	Individual Learning Plan.
Independent schools	Schools that are not Government-run and are not Catholic schools. (A very small number of Catholic schools do call themselves Catholic Independent schools.)
Learning Management System	A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery education courses.
Lifelong Learning	The process of acquiring knowledge or skills throughout life via education, training, work and general life experiences.

Literacy	In the Australian Curriculum, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.
LSA	Learning Support Assistant.
Middle School	Years 7 – 9 at Northside Christian College.
Monitoring	At the school level this is the process of continually evaluating students' performance or checking that the aims of particular instructional activities have been achieved.
NAPLAN	National Assessment Program – Literacy and Numeracy. Annual tests conducted nationally in Years 3, 5, 7 and 9, covering reading, writing, spelling, grammar and punctuation, and numeracy. The results provide information for teachers and schools on individual student performance on a national basis. This is used to identify areas of strength and where further assistance may be required. NAPLAN tests are part of a collaborative process between states and territories, the Australian Government and non-government schools sectors. (See: www.naplan.edu.au/).
National Minimum Standards	Nationally set standards against which the results of NAPLAN tests are compared. For each year level, a minimum standard is defined and located on the common underlying scale. Band 2 is the minimum standard for Year 3; Band 4 is the minimum standard for Year 5; Band 5 is the minimum standard for Year 7; and Band 6 is the minimum standard for Year 9.
Non-teaching staff	A member of the school who supports the school by providing educational services but does not directly teach students. Non-teaching staff can be engaged at one or more schools and include specialist support staff such as teachers' aides and assistants, administrative and clerical staff, and building operations, general maintenance and other service staff.
Numeracy	A term that emerged in the United Kingdom as a contraction of "numerical literacy". In the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.
Pedagogy	The method and practice of teaching.
Prep	Commonly used abbreviation for Preparatory Year. In Victorian, Queensland and Tasmanian schools it is the year before Year 1.
Primary School	Prep – Year 6 at Northside Christian College.
Restorative Practice	The practice of managing conflict and tension by refocussing on repairing harm and strengthening relationships. It endeavours to replace punitive disciplinary processes with those that support the student to restore relationships harmed by their behaviour.
School Improvement Plan	The school improvement plan describes the priorities identified through analysis of student learning (achievement, progress and engagement) and the strategies to improve teaching and learning.
Semester	One half of the academic year.
Secondary School	Years 7 – 12 at Northside Christian College.
Senior School	Years 10 – 12 at Northside Christian College.
SRC	Student Representative Council.
SSG	Student Support Group.
Standardised Test	A system of testing that is administered and graded consistently for all students sitting the test. Students receive the same test items and the same instructions and, except for students granted special provisions, sit the test under the same conditions. The same standards are applied when marking student responses, resulting in comparability of reported grades.

Glossary and Acronyms continued...

VCE	Victorian Certificate of Education.
VCE VM	The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE.
VCAL	The Victorian Certificate of Applied Learning (VCAL) is a "hands-on" option for students in Years 11 and 12. Like the VCE, the VCAL is a recognised senior secondary qualification.
VET	Vocational education and training (VET) enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace. The providers of VET include technical and further education (TAFE) institutes, adult and community education providers and agricultural colleges, as well as private providers, community organisations, industry skill centres, and commercial and enterprise training providers. In addition, some universities and schools provide VET.
VIT	Victorian Institute of Teaching. The Victorian Institute of Teaching is an independent professional body for the teaching profession. The Institute registers teachers working in Victorian government, independent and Catholic schools. As with other professions occupying positions of trust and responsibility, teachers are required to be registered in order to practice their profession. All practicing Victorian school teachers must be registered by the Institute.
VPC	The VPC is an accredited foundation secondary qualification. It aligns to Level 1 in the Australian Qualifications Framework. While the VPC is not a senior secondary qualification, it can be a pathway to the VCE. The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts.
VRQA	Victorian Registration and Qualifications Authority.

Useful Links

Association for Supervision and Curriculum Development	www.ascd.org
Australian Council for Educational Leaders	www.acel.org.au
Australian Curriculum	www.australiancurriculum.edu.au
Australian Curriculum, Assessment and Reporting Authority	www.acara.edu.au
Australian Institute for Teaching and School Leadership	www.aitsl.edu.au
Christian Schools Australia	www.csa.edu.au
Independent Schools Victoria	www.is.vic.edu.au
My School	www.myschool.edu.au
National Assessment Program	www.nap.edu.au
Victorian Curriculum and Assessment Authority (VCAA)	www.vcaa.vic.edu.au

Affiliations

Northside Christian College is proud to be members of the following associations:



Independent Schools Victoria – is.vic.edu.au

Representing more than 200 independent schools throughout the state, including Northside Christian College, ISV speaks to governments, the education sector and the Victorian community on behalf of member schools. ISV's vision is a strong Independent education sector demonstrating best practice, providing excellent outcomes for students and choice for families. In striving to achieve this vision, ISV is helping independent schools to continue providing the best possible education for the citizens of tomorrow.



Christian Schools Australia – csa.edu.au

Christian Schools Australia (CSA) is a peak group serving the diverse needs of a large network of independent Christian Schools. CSA provides professional services, development, direct assistance, information and advice to its members. CSA is a voice for Christian schools, advocating for their needs in the national debate.



Christian Schools Events Network – christianschoolssport.com.au

Christian Schools Events Network (Vic) (CSEN) has been established by the Victorian State Council of Christian Schools Australia (CSA) in 2008 as a service to members of CSA and other Christian schools in Victoria. The aim of the Christian Schools Events Network (CSEN) is to promote the ideals of Christian education among students attending participating schools, encouraging mutual respect and acceptance through the provision of sport and activities.



Northern Melbourne VET Cluster – nmvc.vic.edu.au

Northside Christian College is a member of the Northern Melbourne VET Cluster. Vocational Education and Training (VET) courses are delivered externally by different training providers in partnership with the Northern Melbourne VET Cluster and are conducted in venues across the region.

Child Safety Links

Northside Christian College has a Child Safety page on the College website. Please refer to: www.ncc.vic.edu.au/child-safety

There are services that you can contact to access more information, and in some cases, to speak to somebody about your concerns.

National Child Abuse Helpline (Child Wise)

Phone: 1800 991 099
<http://www.childwise.org.au>

A toll-free number with access to expert advice from trained counsellors and an opportunity to speak up about child abuse.

Kids Helpline

Phone: 1800 551 800 <https://kidshelpline.com.au>
For any time and for any reason – free, private and confidential phone and online counselling 24 hours a day 7 days a week.

Headspace (National Youth Mental Health Foundation)

Phone: 1800 650 890 <http://headspace.org.au>
Headspace can help if you are aged 12 or over

and you are going through a tough time. You can talk to someone at Headspace on the phone, online or in person. They also have a lot of information on their website.

Victorian Centres Against Sexual Assault

Phone: 1800 806 292 <http://www.casa.org.au>
Victorian Centres Against Sexual Assault provide services to child and adult victims/survivors of sexual assault. The assault may have occurred recently or in the past.

Create Foundation

Phone: 1800 655 105 <http://create.org.au>
Creating a better life for children and young people in care.

Youthlaw

Phone: 03 9611 2412 <http://youthlaw.asn.au>
Free and confidential legal advice.

Further Information and Support

Call the police on 000 if you have immediate concerns for a child's safety.

Notes



Northside Christian College

31 McLeans Rd, Bundoora VIC 3083

p: 03 9467 2499 w: ncc.vic.edu.au e: ncc@ncc.vic.edu.au

Enrolments: enrol@ncc.vic.edu.au